DOCUMENT RESUME

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INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.

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ABSTRACT

This document consists of 68 microcomputer software package evaluations prepared by MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Education Laboratory. There are 26 packages in set 13 and 42 in set 14. Each software review lists producer, time and place of evaluation, cost, ability level, subject, topic, medium, required hardware and software, preview policy, instructional purposes and techniques, available documentation, instructional objectives and prerequisites, content and structure, estimated student time required, potential uses, major strengths and weaknesses, and additional comments. An evaluation summary rates each package on 21 criteria. The titles in Sets 13 and 14 are as follows: Addition Logician; Anagramas Hispanoamericanos; Circuit Lab; Electronic Study Guide for Trigonometry; Exploring Tables and Graphs--Level 1 and 2; Geoart; Geography Series--New England; La Corrida De Toros; Mission--Algebra; Mots Croises et Mot Secret; Number Farm; Osmotic Pressure; PLATO French Series; PLATO German Series; PLATO Spanish Series; Poker Parat; Practical Grammar--Complex Sentences--Adjective Clauses; Practical Grammar Part I--Principal Parts of Verbs; Ratio and Proportion; Reading Adventure I; Savoir Ecrire; The Linguist; The Observatory; Trap-A-Zoid; U.S. Geography Quiz; Vocabulary Adventure I; Addition and Subtraction; Addition 6-10, Subtraction 6-10 and Addition and Subtraction 6-10; Andy and the Math-A-Sizer; Bank Street Storybook; Basic Skills Courseware--Third Grade, Fifth Grade, Ninth Grade; Beginning Consonants and Ending Consonants; Buzz, Bang, Harvey; Creature Creator; Dinosaur Days; Early Learning Series--Volume I; English SAT II; Exploring Sorting Routines; Fay--That Math Woman; Foreign Language Series--Latin; Fraction Fun with Fraction Man, Level 1; Greek Mythology; Learning about Numbers; Letters and First Words; Mathematics Life Skills, Volume 1--Money Manager; Mathematics Word Problems--Grade 1; Mind Benders A1, A2, and A3; Modern Biology Study Disk; Payroll System--A Business Simulation; Poker Listo; Practical Algebra--Algebra Word Problems; Practical Geometry Series--Triangles; Preschool Activities for Learning; Purchase Power; Reading Klooz; Santa Fe Trail; Spanish Vocabulary Game; Special Topics in Mathematics--Bases Other Than Ten; Spellagraph; Spelling Worksheet Generator; Sports Problems III; T. Rex; Voyage of the Mimi--Introduction to Computing; Word Benders--Phrases, A-1; Word Benders--Similarities, C-1; and Wordfinder. (JB)

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MicroSIFT COURSEWARE EVALUATIONS.

[Set 13 (294-319), Set 14 (320-361),
With Hardware (HRD) and Subject (SBJ) Indexes
to Both Sets]

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
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(503) 248-6800

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MicroSIFT Courseware Evaluation

Set 13

Addition Logician

Anagramas Hispanoamericanos

Circuit Lab

Electronic Study Guide for Trigonometry

Exploring Tables and Graphs. Level 1 and 2

Geoart

Geography Series: New England

La Corrida De Toros

Mission: Algebra

Mots Croises Et Mot Secret

Number Farm

Osmotic Pressure

PLATO French Series: Classroom Words
Vocabulary for Shopping Use
Travel Vocabulary

PLATO German Series: Classroom Words
Vocabulary for Shopping Use
Travel Vocabulary

PLATO Spanish Series: Classroom Words
Vocabulary for Shopping Use
Travel Vocabulary

Poker Parat

Practical Grammar: Complex Sentences--Adjective Clauses

IR011 849

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Practical Grammar Part I: Principal Parts of Verbs

Ratio and Proportion

Reading Adventure I

Savoir Ecrire

The Linguist

The Observatory

Trap-A-Zoid

U.S. Geography Quiz

Vocabulary Adventure I

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Addition Logician

VERSION: 1.0

PRODUCER: Minnesota Educational Computing Corporation
3490 Lexington Avenue, North
St. Paul, MN 55112

EVALUATION COMPLETED: February 1985 by the staff and constituents of Region X ESC, Richardson, Texas.

COST: $43.00

ABILITY LEVEL: Grade 3
SUBJECT: Mathematics
TOPIC: Arithmetic
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II Family, one disk drive, monitor.
REQUIRED SOFTWARE: DOS 3.3
PREVIEW POLICY: Return within 30 days of purchase in good condition for full refund.
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, game, problem solving.

DOCUMENTATION AVAILABLE: In Program — program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, sample program output, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice with whole number addition.

INSTRUCTIONAL PREREQUISITES: (STATED) This package is 3rd in a series of 3 and is designed to be used in sequence. The student must have prior instruction on addition of whole numbers.

CONTENT AND STRUCTURE: This package contains 1 diskette, a backup diskette, and a 29 page Support Manual. Addition Logician presents problems and motivating games which focus on whole number addition concepts involving regrouping. The problems are carefully sequenced according to difficulty, and records are kept of individual student performance. The programs in this package are The Fence Game, Zebug Nim, Three In A Row, Repeat After Me, and Race Time.

ESTIMATED STUDENT TIME REQUIRED: 10 to 15 minutes per exercise.

POTENTIAL USES: The package is designed for third grade math students and can be used as a part of the curriculum for any class studying addition in grades 2 through 4.

MAJOR STRENGTHS: The programs are sequenced on the diskette according to the level of difficulty. The package keeps records (mastery concept) on individual student performance, which are accessible through a management option. Sound is used in each program to help motivate the student but can be turned off for use in situations where the sound is distracting.

MAJOR WEAKNESSES: None

OTHER COMMENTS: The programs present drills which reinforce and reward correct calculation of problems with an opportunity to play games which emphasize logic and problem solving.

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content has educational value.
•					Content is free of stereotypes.
•					Purpose of package is well defined.
•					Package achieves defined purpose.
•					Content presentation is clear and logical.
•					Difficulty level is appropriate to audience.
•					Graphics/sound/color are used appropriately.
•					Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
•					Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
•					Information displays are effective.
•					Users can operate easily and independently.
•					Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 5.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue • Portland, Oregon 97204
(503) 248-6800

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Anagramas Hispanoamericanos

VERSION: Apple, 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $29.95

ABILITY LEVEL: Grades 7 through post-secondary
SUBJECT: Languages
TOPIC: Spanish
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, one disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACK-UP POLICY: Back-up available for $9.95 plus $1.95 shipping.
PREVIEW POLICY: 30-day school preview (payment due 30-days after invoice date)
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment, drill and practice.
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — student's instructions, program operating instructions In Supplementary Material — instructional objectives, teacher's information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) This program is designed to provide the student with a geographic review of the countries and capitals of South America, Central America and the Carribbean.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instructions on: the Spanish names of countries and their capitals, and the history and geography of South and Central America.

CONTENT AND STRUCTURE: The package contains 1 disk and 4 sheets of user's instructions. All instructions appear in English to assure the proper mechanical functioning of the program. The student is presented with a list of the countries and their capitals for the chosen region. She/he is then shown a map of the particular area on the right hand side of the screen, along with the name of either country or capital in scrambled form on the left. The particular country the student is reviewing will appear as well on the left-hand side of the screen. The prompt will appear and the student will have to type in the correct spelling of the

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
	•				Content has educational value.
				•	Content is free of stereotypes.
•					Purpose of package is well defined.
•					Package achieves defined purpose.
•					Content presentation is clear and logical.
•					Difficulty level is appropriate to audience.
•					Graphics/sound/color are used appropriately.
•					Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
•					Information displays are effective.
•					Users can operate easily and independently.
•					Teachers can employ package easily.
•					Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 5, Technical Characteristics - 5.

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Anagramas Hispanoamericanos, continued

word. (The definitive article is used where it is required in proper usage.) She/he has only one opportunity to answer correctly. After the answer has been typed in (including all appropriate accents) and the return key has been pressed, appropriate feedback is given. e.g. Fantastico!, Muy Bien!, etc. or No, Las respuestaes.....

When the student answers correctly, the country will move and reappear in its proper location on the map.

Should the student answer incorrectly, the country disappears from the map. (In the case where capitals are being studied, the entire country appears on the left. With a correct answer, a flashing light appears where the capital is located. If incorrectly answered, the light does not appear.)

ESTIMATED STUDENT TIME REQUIRED: 15 to 30 minutes per class period.

POTENTIAL USES: To teach, review or reinforce the names of countries and capitals in Latin America. The program also provides practice in spelling and geographical location of Latin American countries.

MAJOR STRENGTHS: The format of this program is excellent. The graphics allow the student to learn geographical locations as well as names. The use of anagrams is helpful to students not yet familiar with the material. The record-keeping feature is helpful to a teacher: it shows a student's score and how many times she/he played

MAJOR WEAKNESSES: It is confusing at first to have accent marks over random letters in the anagrams. With continued use it is not as confusing. Students cannot correct their errors in a second try, they must play the game through or start over.

OTHER COMMENTS: The program has a clearly stated, appropriately limited objective. It meets the objective well. It offers a vast improvement over the standard map test: it is motivating and effective.

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The criteria used for this evaluation have been customized to accommodate SCIENCE courseware

Circuit Lab

VERSION: Atari

PRODUCER: Mark Davids
21825 O'Connor
St. Clair Shores, MI 48080

EVALUATION COMPLETED: July 1984 by staff and constituents of Northwest Regional Educational Laboratory, Portland, Oregon, and the Illinois Vocation Curriculum Center, Springfield, Illinois.

COST: $30.00 (including postage and handling)

ABILITY LEVEL: Grades 8 through post-secondary
SUBJECT: Sciences
TOPIC: Physics, Physical Science, Electricity
MEDIUM OF TRANSFER: 5-1/4" disk
REQUIRED HARDWARE: Atari 800, 810 disk drive, joystick, and monitor. Also available for 48K Apple II+, IIe, or IIc.
REQUIRED SOFTWARE: BASIC language cartridge or Applesoft.

INSTRUCTIONAL PURPOSE: Standard instruction, enrichment.
INSTRUCTIONAL TECHNIQUES: Simulation, problem solving.
SCIENCE PROCESSES INVOLVED: Organizing, information, decision making, interpreting information.
SCIENCE CONCEPTS INVOLVED: Cause-effect, model, replication, change, field, validation, equilibrium, interaction, invariance, system.

DOCUMENTATION AVAILABLE: In program — Prerequisite skills or activities, sample program output, student's instructions. In supplementary materials —Suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, student's instructions, teacher's information, student worksheets, and follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To learn the fundamentals of D.C. electrical circuits.

continued on back →→

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content represents current knowledge of subject.
	•				Science issues presented objectively.
•					Content has educational value.
	•				Science processes well integrated into package.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
•					The package makes good use of computer time.
•					Graphics/sound/color are used appropriately.
•					Use of package is motivational.

SA	A	D	SD	NA	
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.
•					Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Package components are durable.
•					Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators judged that the cost of the package was reasonable compared to its instructional value.

Evaluators indicated that they would highly recommend this package.

Summary: Scale from 5 (High) to 1 (Low).
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 4.

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Circuit Lab, continued

INSTRUCTIONAL PREREQUISITES: (INFERRED) Students need a knowledge of high school algebra.

CONTENT AND STRUCTURE: This program allows the student to build electrical circuits on the monitor screen by following a few basic rules of electricity. Using a joystick, the student learns to work with series, parallel or combination series/parallel circuit layouts.

POTENTIAL USES: This program would be good for any course that covers elementary DC circuits (parallel, series, mixed). It could be used for a pre-lab or in place of a lab. If used in conjunction with a large monitor, it could also be used as a classroom demonstration of circuits construction. It could also be used as a test to see if students set up the circuit after they had studied other material.

ESTIMATED STUDENT TIME REQUIRED: This program would require 6 to 12 hours for mastery, but may be done in 20 minute segments.

MAJOR STRENGTHS: The students receive immediate feedback for their responses and have control over their pacing. The overall simulation is done well. The graphics enhance the program.

MAJOR WEAKNESSES: The High School version of the package contains few teacher support materials. It would be an asset to have practice materials to do evaluations of the students' understanding. Additional teacher materials are available upon request from the author. The Junior High version contains extensive support materials.

OTHER COMMENTS: Although it is possible to construct a circuit improperly and even create a short circuit, it would be helpful to let students wire the components incorrectly so they could see the results and not make the same mistake in a real lab setting. For example, it is not possible to connect the volt meter to the wrong poles of the battery. This package was formerly marketed through Atari Program Exchange (APX).

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Electronic Study Guide for Trigonometry:
Trigonometric Graphing

VERSION: Apple

PRODUCER: Wadsworth Electronic Publishing Company
10 Davis Drive
Belmont, CA 94002

EVALUATION COMPLETED: January 1985 by the staff and constituents of Clackamas Educational Service District, Milwaukie, Oregon.

COST: $49.95

ABILITY LEVEL: 11 through post-secondary
SUBJECT: Mathematics
TOPIC: Trigonometry
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, & IIc, one disk drive, monitor (color preferred). Also available for IBM PC, Commodore 64 and Atari 800.
REQUIRED SOFTWARE: DOS 3.3.
INSTRUCTIONAL PURPOSE: Standard instruction, remediation.
INSTRUCTIONAL TECHNIQUES: Tutorial, drill and practice.

DOCUMENTATION AVAILABLE: In Program and Supplementary Material — instructional objectives, program operating instructions, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To sketch the graph of the trigonometric functions. To use the identities involving trigonometric functions of (-t). To know amplitude, period and phase shift. To use the addition of ordinates technique. To be able to solve right triangles and applied problems involving right triangles. To know the definition of harmonic motion and be able to describe motion when it is expressed as simple harmonic motion. To be able to plot points on a polar coordinate plane, draw a graph of a polar equation and change between polar form and rectangular form of equations.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Algebra II and/or completion of the concepts covered in disks I and II of the series.

CONTENT AND STRUCTURE: This package contains 1 disk and a 45 page User's Guide.

Trigonometric Graphing is the third in a series of six diskettes that make up the Electronic Study Guide for Trigonometry Series. Other packages in the series include Getting Ready for Trigonometry, Trigonometric Functions, Analytic Trigonometry, Oblique Triangles and Vectors, and Complex Numbers.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content has educational value.
•					Content is free of stereotypes.
•					Purpose of package is well defined.
•					Package achieves defined purpose.
•					Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
•					Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
•					Information displays are effective.
	•				Users can operate easily and independently
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 4.

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Electronic Study Guide for Trigonometry: Trigonometric Graphing, continued

This disk contains five interactive tutorials entitled Graphs of the Trigonometric Functions, Trigonometric Graphs, Additional Graphical Techniques Applications, and Polar Coordinates. Also included are instructions to the user and a Function Plotter for review, practice and experimentation. Help screens are available in the tutorials that provide examples, rules, guidelines and explanations of the concepts covered.

ESTIMATED STUDENT TIME REQUIRED:
3 hours total but can be completed in 30 minute sessions.

POTENTIAL USES: This program is designed to supplement classroom instruction. Students can use the Study Guide for additional practice and review, as well as self-study along with any standard trigonmetry text. The package also has the potential for use as a classroom demonstration of the trigonometry concepts.

MAJOR STRENGTHS: The package is very complete and covers all special cases very well.

MAJOR WEAKNESSES: The examples used are very basic. Few challenging problems are given.

OTHER COMMENTS: This package cannot be used as a stand alone exercise.

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The criteria used for this evaluation have been customized to accommodate SCIENCE courseware.

Exploring Tables and Graphs

Levels 1 and 2

VERSION: Apple

PRODUCER: Weekly Reader Family Software
Computer Software Division
Xerox Education Publishing
245 Long Hill Road
Middletown, CT 06457

EVALUATION COMPLETED: January 1985 by the staff and constituents of Jefferson County Schools, Lakewood, Colorado.

COST: $34.95

ABILITY LEVEL: Grades 4 through 6
SUBJECT: Mathematics, Sciences
TOPIC: Graphs
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, one disk drive, monitor. Printing a graph which has been constructed using this program requires a printer with graphics capability and an interface card containing an Apple High Resolution screen dump program in ROM.
REQUIRED SOFTWARE: DOS 3.3

INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Tutorial, game, problem solving, productivity tool.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — suggested grade/ability level, program operating instructions, student's instructions, student worksheets, textbook correlation, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To provide an interactive tutorial on the use of picture, bar, pie and line graphs. To provide a tool for constructing picture, bar, pie or line graphs of a given set of data.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Reading at about third grade level.

CONTENT AND STRUCTURE: This package contains 1 disk and a 32 page User's Guide with extra activities, 12 practice sheets and a vinyl binder. Exploring Tables and Graphs motivates

continued on back →→

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content represents current knowledge of subject.
	•				Science issues presented objectively.
•					Content has educational value.
	•				Science processes well integrated into package.
•					Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
•					Difficulty level is appropriate to audience.
	•				The package makes good use of computer time.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.

SA	A	D	SD	NA	
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
		•			User support materials are comprehensive.
	•				User support materials are effective.
		•			Package components are durable.
•					Information displays are effective.
		•			Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated the cost of the package is reasonable compared to its instructional value.

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package

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Exploring Tables and Graphs, continued

the student to learn about picture, bar, pie and line graphs by graphing the data gathered from the results of an interactive game. Examples on animals, football stars, satellites and more, illustrate how data is used to make various kinds of graphs. The second side of the disk contains a graphing productivity tool program which allows the user to construct and print picture, bar, pie, or line graphs of a given set of data.

ESTIMATED STUDENT TIME REQUIRED: Considerable time is needed to run through a comprehensive presentation of tutorial and interactive aspects of the program. Examples and games can be completed in one period each. Creating tables and graphs require extended periods of time for thorough understanding.

POTENTIAL USES: To enhance use and purpose of tables and graphs. To enrich regular objectives in public schools curriculum. To fully explore tables and graphs through inputting/editing data, and designing/changing graphs.

MAJOR STRENGTHS: All types of graphs are covered with content directly related to curriculum. This program is informative and motivational and gives examples using appropriate illustrations of tables and graphs. The learning processes are stimulated through games and graphics. The guide is comprehensive and provides clear and concise directions. The program is easy to use and students can "go back" at any time. It has good remediation and transition between levels. This program also contains suggestions for further exploration.

MAJOR WEAKNESSES: There is a need for better technical documentation, especially in the use of graphic printing. However, in later releases of the package a sheet entitled 'Printing With Exploring Tables and Graphs' has been added which explains the printing requirements and procedures.

When using an Apple IIe, sometimes caps lock key must be depressed, sometimes it does not. The "make graph" side of the disk was difficult for students to use and understand. The fact that the "Learn About" side of the disk cannot be multiply booted is a drawback in "budget minded" schools. The "Make Your Own" side of the disk can be multiplied. But the help screens and alternate picture sets are unavailable. The print graph feature does not support many of the common printers and interfaces available in schools.

OTHER COMMENTS: Students need an easy to use set of directions that can be placed near-by the computer. When students encountered difficulties, they became frustrated.

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Geoart

VERSION: Apple

PRODUCER: Ventura Educational Systems
3440 Brokenhill Street
Newbury Park, CA 91320

EVALUATION COMPLETED: February 1985 by the staff and constituents of Region X ESC, Richardson, Texas.

COST: $39.95

ABILITY LEVEL: Grades 4 through post-secondary
SUBJECT: Mathematics/Art
TOPIC: Geometry/Art
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, one disk drive, monitor (color preferred).
REQUIRED SOFTWARE: Applesoft in ROM.
INSTRUCTIONAL PURPOSE: Remediation, standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To develop an understanding of concepts in geometry and art. To provide practice with; the names and characteristics of geometric figures, finding the area and perimeter of common geometric figures, and drawing the results of rotations, reflections, and transformations of geometric figures.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction on the concepts outlined above.

CONTENT AND STRUCTURE: This package contains 1 diskette and a 10 page manual. GEOART is a collection of programs that provide computer assisted instruction for developing an understanding of concepts in geometry and art. The learning system includes: a Shapes Game for learning the names and characteristics of common geometrical figures; Perimeter and Area Drills; a Drawing Game which allows the user to draw a figure and then rotate, reflect and transform the figure; and the Designs program which allows the user to experiment with a variety computer graphics utilities.

ESTIMATED STUDENT TIME REQUIRED: 10 to 15 minutes a session.

POTENTIAL USES: Individualized drill and practice or review for students at many different levels. The package is appropriate for use with remedial students as well as talented and gifted students.

MAJOR STRENGTHS: Can be used at several grade levels in reviewing the characteristics of common geometric figures and calculating the perimeter and area.

MAJOR WEAKNESSES: The program will not let the user continue when incorrect answers are given. Some students find this frustrating. Figures are not drawn accurately, (i.e. a figure labeled a square appears to be a rectangle). The documentation lacks information which would facilitate classroom use of the package.

EVALUATION SUMMARY

SA	A	D	SD	NA	
		•			Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
		•			Package achieves defined purpose.
		•			Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
		•			User support materials are comprehensive.
		•			User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
		•			Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made. (Note changes under weaknesses.)

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 3.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package

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Geography Series: New England

VERSION: Apple

PRODUCER: Intellectual Software
798 North Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: November 1984 by the staff and constituents of Connecticut Department of Education, Hartford, Connecticut.

COST: $29.95. New England is one package in a series of seven similar packages covering different regions of the United States. Other packages in the series include Middle Atlantic, Southeast, Midwest, Deep South, Central, and Far West Regions. The entire series is available for $195.00.

ABILITY LEVEL: Grades 7 through 9
SUBJECT: Social Studies
TOPIC: Geography
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, one disk drive, monitor, (printer optional). Also available for IBM PC or IBM PCjr and MacIntosh.
REQUIRED SOFTWARE: DOS for IBM version.
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, and record-keeping.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED)
To provide the student with short tutorials that emphasize the relationships between countries or states and geographical features.

INSTRUCTIONAL PREREQUISITES: Prior instruction on the geography of New England.

CONTENT AND STRUCTURE: This package contains one disk, a ten page manual, and a small road atlas of North America. The program provides tutorial and drill on the important geographic, economic, and demographic features of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. There are 10 different modules.

ESTIMATED STUDENT TIME REQUIRED:
20 to 30 minutes per module.

POTENTIAL USES: Individual drill.

MAJOR STRENGTHS: The program has a useful record-keeping feature. It tracks the number of attempts and percent correct for each module. The records can be printed at a later time.

MAJOR WEAKNESSES: The tutorial is poor in that the student reads a brief statement and answers 3-5 questions. There are grammatical errors in the statements. The student can get a correct answer with only a (return). There is no branching or opportunity for a second attempt at the answer. The program is very flat, lacking graphics and motivational features.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
		•			Package achieves defined purpose.
		•			Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
		•			Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
		•			Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
		•			Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 2.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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La Corrida De Toros

VERSION: Apple, 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $29.95

ABILITY LEVEL: Grades 3 through 12
SUBJECT: Languages
TOPIC: Spanish
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II Family, one disk drive, monitor. Also available for the TRS-80 Models I, III, and IV.
BACK UP-POLICY: Back-up available for $9.95 plus $1.95 for shipping.
PREVIEW POLICY: 30-day school preview (payment due 30 days after invoice date).
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Game, drill and practice.

DOCUMENTATION AVAILABLE: In Program — instructional objectives, sample program output, program operating instructions, student's instructions. In Supplementary Material — instructional objectives, sample program output, program operating instructions, teacher's information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To build and reinforce knowledge of spelling and vocabulary by guessing words within categories.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Basic reading skills.

CONTENT AND STRUCTURE: The package contains 1 disk and 4 pages of teacher instruction. The program is a Hangman Game — Spanish style. Save the matador by correctly spelling the word—and the crowd will cheer you! Spell it incorrectly and the charging bull will be the victor. Five different topics contain hundreds of words, on two levels of difficulty. Includes a vocabulary review and matching exercise for each category. The words missed are reported at the end of a session. A text editor enables the teacher to enter his/her own vocabulary words.

ESTIMATED STUDENT TIME REQUIRED: 1-3 hours per section in 15-20 minute periods.

POTENTIAL USES: This package is best used to reinforce and review vocabulary in the five areas:

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content has educational value.
				•	Content is free of stereotypes.
•					Purpose of package is well defined.
	•				Package achieves defined purpose.
•					Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
•					Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
		•			Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
•					Information displays are effective.
•					Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 4.

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LaCorrida De Toros, continued

en la escuela: dias, meses, tiempo: en casa: poner la mesa: profesionesy oficios.

MAJOR STRENGTHS: The major strength is the choice of content: the four word lists are useful and appropriate. The program is easy to use and the graphics are excellent. The use of the package is worthwhile if the format is followed: study the word list, take the matching quiz, and play the Hangman game.

MAJOR WEAKNESSES: The program encourages random guessing and does not use context clues. The bullfight animation is used too often: students get bored watching it after each answer.

OTHER COMMENTS: Two objectives are intermixed: (1) vocabulary (choice of a word in a category): and (2) spelling Spanish words. The program is weak in aiding students in word choice (obj. #1). This could be strengthened if the student were to identify the words completing a sentence. An incomplete sentence could appear as a hint after 2 or 3 errors are made.

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Mission: Algebra

VERSION: Apple

PRODUCER: DesignWare
185 Berry Street
San Francisco, CA 94107

EVALUATION COMPLETED: January 1985 by the staff and constituents of Clackamas Educational Service District, Milwaukie, Oregon.

COST: $44.95

ABILITY LEVEL: Grades 8 through post-secondary
SUBJECT: Mathematics
TOPIC: Algebra
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple IIc, IIe & II+, 1 disk drive, monitor. Also available on the Commodore 64, IBM PC or PCjr (64K) and Atari.
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, sample program output, program operating instructions, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide practice solving linear equations. To learn how to determine the equation of a line, solve for "y", and plot coordinate pairs on a graph.

INSTRUCTIONAL PREREQUISITES: (STATED) The student must have been already introduced to working with negative numbers, using variables (X and Y), combining like terms, the distributive axiom, multiplication and division rules, factoring, and graphing ordered pairs of numbers in a coordinate plane (including plotting points and drawing a line on a graph). The student need not have mastered all of these concepts, but should have been introduced to them.

CONTENT AND STRUCTURE: This package contains 1 disk and a 24 page User's Guide.

Mission Algebra is a tool for practicing solving linear equations. The program automatically generates thousands of linear algebra problems, plus generates problems based on points you plot on the map. It provides instant feedback on the correctness of each step taken, regardless of the method used to solve the equation. Built-in help screens coach and prompt the student when he/she is having trouble. Multiple skill levels cover uses of the distributive rule, adding and subtracting a constant or variable, and multiplying and dividing by a constant.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
		•			Content presentation is clear and logical.
		•			Difficulty level is appropriate t audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
		•			Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 3.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Mission: Algebra, continued

ESTIMATED STUDENT TIME REQUIRED: 2 1/2 to 3 hours.

POTENTIAL USES: This package is excellent for use with small groups of students working independently on graphing linear equations.

MAJOR STRENGTHS: The algebra is sound and some help is provided. The idea behind the program is clever and motivational. The algebra checking and graphing routines are well done.

MAJOR WEAKNESSES: There are too many distractions unless the student is extremely comfortable using the computer (i.e., keyboarding, all the special key commands, and even the game format). The package is very complicated and few students could understand it without teacher explanation.

OTHER COMMENTS: After students get beyond all the distractors and have used the program several times it is a very useful teaching-learning tool.

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Mots Croises Et Mot Secret

VERSION: Apple, 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $24.95

ABILITY LEVEL: Post-secondary
SUBJECT: Languages
TOPIC: French
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II Family, one disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACK-UP POLICY: Back-up available for $9.95 plus $1.95 for shipping
PREVIEW POLICY: 30-day school preview (payment due 30 days after invoice date)
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment.
INSTRUCTIONAL TECHNIQUES: Drill and practice, game, problem solving.

DOCUMENTATION AVAILABLE: In Program — program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To increase French vocabulary and spelling skills.

INSTRUCTIONAL PREREQUISITES: (INFERRED) The student should have prior instruction on the French words used by the program.

CONTENT AND STRUCTURE: This package contains one disk and a User's Guide. The disk contains French crossword puzzle games and French secret word games. Words for both games are selected randomly from a list of about 700 French words within the program. The computer keeps score of all answers by adding and subtracting points. A bilingual manual is included.

ESTIMATED STUDENT TIME REQUIRED: Indefinite but can be replayed several times.

POTENTIAL USES: Enrichment or reinforcement for advanced students or native speakers.

MAJOR STRENGTHS: Mot Secret uses good graphics and screen layout. The students are encouraged to think about commonly used letter combinations.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
				•	Content is free of stereotypes.
		•			Purpose of package is well defined.
		•			Package achieves defined purpose.
		•			Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
		•			Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
		•			Learner controls rate and sequence.
		•			Instruction integrates with prior learning.
		•			Learning can be generalized.
		•			User support materials are comprehensive.
		•			User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 3.

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Mots Croises Et Mot Secret, continued

MAJOR WEAKNESSES: A list of all words would be helpful for teachers to plan the use of package. Teachers cannot modify word lists or game level. The definitions/vocabulary are too difficult for most secondary foreign language classes. Words are not organized into related categories. Lack of accent marks makes the spelling instruction poor.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Number Farm

VERSION: Apple

PRODUCER: DLM
PO Box 4000
One DLM Park
Allen, Texas 75002

EVALUATION COMPLETED: September 1984 by the staff and constituents of Beaverton School District, Beaverton, Oregon.

COST: $29.95

ABILITY LEVEL: Grades pre-1
SUBJECT: Mathematics
TOPIC: Numbers; numerical order/number words
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, one disk drive, monitor (color preferred).
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, game, problem solving.

DOCUMENTATION AVAILABLE: In Program — program operating instructions, student's instructions In Supplementary Material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information, resource/reference information, student worksheets.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To develop the users skills in counting, numeral recognition, and ordering numbers.

INSTRUCTIONAL PREREQUISITES: (INFERRED) The students must understand the meaning of the clues "too many" and "too few". Student must have basic keyboarding skills and previous knowledge of numerals and number words.

CONTENT AND STRUCTURE: This package contains one disk, a User's Guide, and an example worksheet. There are six different games included in the package that emphasize number, numerical order, problem solving and number words.

Number Farm - Allows student to explore the number 1 through 9 by associating numerals and number words with pictures of farm animals.

Old McDonald - A counting game involving listening to the Old McDonald song and pressing the number key corresponding to the number of animal pictures shown.

Crop Count - The student counts the number of fruits or vegetables on the screen, then locates and presses that number on the keyboard.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content has educational value.
•					Content is free of stereotypes.
•					Purpose of package is well defined.
•					Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
•					Graphics/sound/color are used appropriately.
•					Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
•					Information displays are effective.
•					Users can operate easily and independently.
•					Teachers can employ package easily.
•					Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 5.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Number Farm, continued

Hen House - A guessing game involving two players taking turns guessing the number of eggs in the hen house.

Animal Quacker - Student counts the number of animal sounds made and presses corresponding numbers.

Horseshoes - Student throws the appropriate number of horseshoes depending on the corresponding number.

ESTIMATED STUDENT TIME REQUIRED: Approximately twenty minutes per game over several weeks or months.

POTENTIAL USES: Can be used by individual students working alone or in small groups.

MAJOR STRENGTHS: Good content, sound, and color graphics. Sound and instruction can be turned off if needed.

MAJOR WEAKNESSES: Can be a bit slow for students over 6 years old.

OTHER COMMENTS: The materials can be used in grades K-2.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Osmotic Pressure

VERSION: Apple

PRODUCER: Conduit
Oakdale Campus
University of Iowa
Iowa City, Iowa 52242

EVALUATION COMPLETED: January 1985 by the staff and constituents of East Central Network for Curriculum Coordination, Springfield, Illinois.

COST: $50.00

ABILITY LEVEL: Grades 12 through post-secondary
SUBJECT: Sciences
TOPIC: Biology
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II, II+, 1 disk drive, monitor, printer optional.
REQUIRED SOFTWARE: DOS 3.3
PREVIEW POLICY: A sample of this package is included on the Biology Demo Disk available for $3.00. Preview copies may be returned for full refund of purchase price upon prior authorization.
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment.
INSTRUCTIONAL TECHNIQUES: Tutorial, simulation.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, program operating instructions, teacher's information, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To obtain a better understanding of the phenomena resulting from osmotic flow and the factors that determine osmotic pressure.

INSTRUCTIONAL PREREQUISITES: (STATED) Students will need some discussion of the concepts in a lecture before using the programs themselves.

CONTENT AND STRUCTURE: This package contains 1 diskette and a 7 page User's Guide. The two programs in this package explore the principles of osmosis and osmotic pressure. The first program includes several experiments using a thistle tube. The student observes the effects of varying the solute or the solute concentration and also learns how osmotic pressure can be used to determine the molecular weight of a non-ionizable solute. The second program is an animation of a molecular model for osmosis. A semipermeable membrane divides the screen into two chambers with solvent on one side and both

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
•					Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Osmotic Pressure, continued

solvent and solute on the other. The system then moves toward an equal number of solvent molecules on both sides, thus creating increased pressure in one chamber.

ESTIMATED STUDENT TIME REQUIRED: Variable depending upon its use. Approximately 1 to 2 hours per program.

POTENTIAL USES: The package can be used for review, enrichment, and demonstration in Biology or General Chemistry classes. It was intended for college or advanced high school Biology. The basic concepts of osmotic pressure need to have been presented and studied prior to using the package. The package may also be used as a demonstration using a large monitor.

MAJOR STRENGTHS: Good, clear graphics are used to model the process of osmosis. The calculator subroutine allowing the user to type in values and calculate molecular weights is very helpful.

MAJOR WEAKNESSES: The program does not provide opportunity for experimentation or exploration. Something that is lacking is an animated molecular model of osmosis.

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PLATO French Series:

Classroom Words
Vocabulary for Shopping Use
Travel Vocabulary

VERSION: Apple

PRODUCER: Control Data Publishing Company, Inc.
3111 Sibley Memorial Drive
Eagan, MN 55121

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $39.95 for each package
All three packages for $119.85.

ABILITY LEVEL: Grades 7 through 12
SUBJECT: Languages
TOPIC: French
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, one disk drive, monitor.
REQUIRED SOFTWARE: DOS 3.3
BACK-UP POLICY: Replacement disk available for $10.00. One time back-up purchase available within 90 days to registered owners.
INSTRUCTIONAL PURPOSE: Standard instruction.
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — instructional objectives, program operating instructions, student's instructions In Supplementary Material — instructional objectives, prerequisite skills or activities, program operating instructions, teacher's information, student's instructions, student worksheets, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice in recognizing and defining 500 French words. To help the user improve their ability to quickly translate between English and French. To build a French vocabulary.

INSTRUCTIONAL PREREQUISITES: (STATED) A basic introductory exposure to French and a review of the vocabulary list contained in the activity. An understanding of the alphabet and any unique symbols.

CONTENT AND STRUCTURE: Each package contains one diskette, one back-up disk and a User's Guide of approximately 60 pages in length. When the activity begins, the user must choose the category of words to be practiced, the mode of translation, and whether to play the game Hangperson or Pyramid. Within the game, the

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
	•				Content has educational value.
				•	Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
		•			Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
	•				Information displays are effective.
•					Users can operate easily and independently.
•					Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 5.

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Plato-French Series, continued

user has the option to immediately begin or to review the rules and/or the vocabulary lists. Over 500 words are available which are divided into 9 or 10 categories. Within each category the words are presented randomly. Once the game has begun, the user cannot review the vocabulary list. The categories available in French Classroom Words are: General, Reading and Writing, Arithmetic, General Science, Plants and Animals, Social Studies, Language, Athletics, Art and Music, and Names of Countries. The categories available in French Travel Vocabulary are: Transportation, Car Travel, Lodging, Sightseeing, Countryside, At The Restaurant, Foods, Health, and Communications. The categories available in French Vocabulary for Shopping Use are: General Clothing, Personal Items, Toys and Game Equipment, Tools and Outdoor Gear, Stores and Services, Furniture, Household Items, and Groceries.

ESTIMATED STUDENT TIME REQUIRED: 15 to 30 minutes at a time. Each disk could provide approximately 1 hour of practice. Too much time would reduce its appeal.

POTENTIAL USES: Support materials for a course to supplement a text and to give opportunity to use vocabulary and practice spelling. This series would be useful for anyone preparing to travel to a French speaking country.

MAJOR STRENGTHS: The programs and documentation are technically very well done. Support materials provide word lists, instructions, score sheets, and worksheets.

MAJOR WEAKNESSES: The programs do not allow the teacher to enter other words. They do not allow student to use the vocabulary in a sentence. The package uses a translation method of language development.

OTHER COMMENTS: Back-up disk is included.

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PLATO German Series:

Classroom Words
Vocabulary for Shopping Use
Travel Vocabulary

VERSION: Apple

PRODUCER: Control Data Publishing Company, Inc.
3111 Sibley Memorial Drive
Eagan, MN 55121

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $39.95 for each package
All three packages for $119.85.

ABILITY LEVEL: Grades 7 through 12
SUBJECT: Languages
TOPIC: German
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, one disk drive, monitor.
REQUIRED SOFTWARE: DOS 3.3
BACK-UP POLICY: Replacement disk available for $10.00. One time back-up purchase available within 90 days to registered owners.
INSTRUCTIONAL PURPOSE: Standard instruction.
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — instructional objectives, program operating instructions, student's instructions In Supplementary Material — instructional objectives, prerequisite skills or activities, program operating instructions, teacher's information, student's instructions, student worksheets, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice in recognizing and defining German words. To help the user improve their ability to quickly translate between English and German. To build a German vocabulary.

INSTRUCTIONAL PREREQUISITES: (STATED) A basic introductory exposure to German and a review of the vocabulary list contained in the activity. An understanding of the alphabet and any unique symbols.

CONTENT AND STRUCTURE: Each package contains one diskette, one back-up disk and a User's Guide of approximately 60 pages in length. When the activity begins, the user must choose the category of words to be practiced, the mode of translation, and whether to play the game Hangperson or Pyramid. Within the game, the

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
		•			Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
		•			Purpose of package is well defined.
		•			Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
		•			Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
		•			Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
		•			Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package

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Plato-German Series, continued

user has the option to immediately begin or to review the rules and/or the vocabulary lists. Over 500 words are available which are divided into 9 or 10 categories. Within each category the words are presented randomly. Once the game has begun, the user cannot review the vocabulary list. The categories available in German Classroom Words are: General, Reading and Writing, Arithmetic, General Science, Plants and Animals, Social Studies, Language, Athletics, Art and Music, and Names of Countries. The categories available in German Travel Vocabulary are: Transportation, Car Travel, Lodging, Sightseeing, Countryside, At The Restaurant, Foods, Health, and Communications. The categories available in German Vocabulary for Shopping Use are: General Clothing, Personal Items, Tovs and Game Equipment, Tools and Outdoor Gear, Stores and Services, Furniture, Household Items, and Groceries.

ESTIMATED STUDENT TIME REQUIRED: 15 to 30 minutes at a time. Each disk could provide approximately 1 hour of practice. Too much time would reduce its appeal.

POTENTIAL USES: Enrichment of other classroom work. It would be useful for anyone preparing to travel to a German speaking country.

MAJOR STRENGTHS: Interesting and attractively done.

MAJOR WEAKNESSES: Choice of vocabulary includes words which are unnecessary. Does not allow teacher to enter his/her own vocabulary items. A German language character set is not used which causes serious problems and confusion for the user. Capital letters occur automatically, yet the proper use of capitals is part of the German spelling students must master on their own.

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PLATO Spanish Series:

Classroom Words
Vocabulary for Shopping Use
Travel Vocabulary

VERSION: Apple

PRODUCER: Control Data Publishing Company, Inc.
3111 Sibley Memorial Drive
Eagan, MN 55121

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $39.95 for each package.
All three packages for $119.85

ABILITY LEVEL: Grades 7 through 12
SUBJECT: Languages
TOPIC: Spanish
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, one disk drive, monitor.
REQUIRED SOFTWARE: DOS 3.3
BACK-UP POLICY: Replacement disks available for $10.00. One time back-up purchase available within 90 days to registered owners.
INSTRUCTIONAL PURPOSE: Standard instruction.
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — instructional objectives, program operating instructions, student's instructions In Supplementary Material — instructional objectives, prerequisite skills or activities, program operating instructions, teacher's information, student's instructions, student worksheets, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice in recognizing and defining 500 Spanish words. To help the user improve their ability to quickly translate between English and Spanish. To build a Spanish vocabulary.

INSTRUCTIONAL PREREQUISITES: (STATED) A basic introductory exposure to Spanish and a review of the vocabulary list contained in the activity. An understanding of the alphabet and any unique symbols.

CONTENT AND STRUCTURE: Each package contains one diskette, one back-up disk and a User's Guide of approximately 60 pages in length. When the activity begins, the user must choose the category of words to be practiced, the mode

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
•					Use of package is motivational.
		•			Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
		•			Learner controls rate and sequence.
		•			Instruction integrates with prior learning.
		•			Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
•					Information displays are effective.
•					Users can operate easily and independently.
•					Teachers can employ package easily.
•					Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 2, Technical Characteristics - 5.

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Plato-Spanish Series, continued

of translation, and whether to play the game Hangperson or Pyramid. Within the game, the user has the option to immediately begin or to review the rules and/or the vocabulary lists. Over 500 words are available which are divided into 9 or 10 categories. Within each category the words are presented randomly. Once the game has begun, the user cannot review the vocabulary list. The categories available in Spanish Classroom Words are: General, Reading and Writing, Arithmetic, General Science, Plants and Animals, Social Studies, Language, Athletics, Art and Music, and Names of Countries. The categories available in Spanish Travel Vocabulary are: Transportation, Car Travel, Lodging, Sightseeing, Countryside, At The Restaurant, Foods, Health, and Communications. The categories available in Spanish Vocabulary for Shopping Use are: General Clothing, Personal Items, Toys and Game Equipment, Tools and Outdoor Gear, Stores and Services, Furniture, Household Items, and Groceries.

ESTIMATED STUDENT TIME REQUIRED: 15 to 30 minutes at a time. Each disk could provide approximately one hour of practice. Too much time would reduce its appeal.

POTENTIAL USES: This package can be used in an ESL or a bilingual program, as well as in a Spanish as a second language course. As a supplement to other classroom materials. The student must learn the vocabulary beforehand: the games provide practice to aid retention and possibly spelling. This series would be useful for anyone preparing to travel to a Spanish speaking country.

MAJOR STRENGTHS: The programs are technically well done and attractive. The teacher support materials provide word lists, instructions, score sheets, and worksheets. The Hangperson game asks for a definition as well as the translation which provides a good format for learning vocabulary.

MAJOR WEAKNESSES: Teacher can not enter their own material. Since the content is not based upon any text the teacher needs to go through the documentation so s/he can prepare student beforehand. While intended for an introductory course, the vocabulary may be too high for many students at that level. The package uses a translation method of language development. There are a few errors where country names require a definite article that is omitted. The programs do not recognize alternate correct responses. Use of the package encourages random guessing as much as it does knowing the words.

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Poker Parat

VERSION: Apple, 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $39.95

ABILITY LEVEL: Grades 7 through post-secondary
SUBJECT: Languages
TOPIC: German
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, one disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACK-UP POLICY: Back-up available for $9.95 plus $1.95 for shipping.
PREVIEW POLICY: 30-day school preview (payment due 30 days after invoice date).
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — instructional objectives, teacher's information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach and review various aspects of German grammar and culture.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction in German vocabulary and grammar.

CONTENT AND STRUCTURE: This package contains one disk and a brief Users' Guide. The game is similar to 7-card draw poker. The 7 cards are drawn randomly from 14 topics, and each "card" contains a multiple-choice question. The student is shown her/his "hand" and has the opportunity to discard either 1 or 2 "cards" or none at all. She/he may also select which "card(s)" to discard as well. Once the hand begins, the student is offered the option of an easy (5-point) or a hard (8-point) question for each card. The student is shown the multiple choice question and asked to respond with her/his answer by typing a number from 1 to 4. If she/he answers correctly, a congratulatory word and the number of points she/he has won appears. If she/he answers incorrectly, the word "Falsch" appears along with the correct response. At the end of the hand, the student may select to either start with another hand (and a new score) or to end the program. If she/he selects to end the program, the message "AufWiedersehen!" appears.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
		•			Purpose of package is well defined.
		•			Package achieves defined purpose.
	•				Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
		•			Instruction integrates with prior learning.
		•			Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
		•			Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made. (Note changes under weaknesses.)

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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Poker Parat, continued

ESTIMATED STUDENT TIME REQUIRED: One to two hours depending upon how the teacher schedules it. Games could be played many times before all questions are encountered.

POTENTIAL USES: The package is best used by advanced students for review and reinforcement. It can be used by individuals or small groups.

MAJOR STRENGTHS: The greatest strength is the variety of questions in each category and that some are asked in English and some in German. The complete listing of questions and answers is helpful.

MAJOR WEAKNESSES: Some of the cultural questions are too trivial or too removed from typical high school experience or interest. Inaccurate German spellings are used. e.g. The letter "E" follows a vowel instead of the umlaut over the vowel.

OTHER COMMENTS: Similar packages are available in French (Poker Pari) and Spanish (Poker Listo).

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Practical Grammar: Complex Sentences – Adjective Clauses

VERSION: Apple

PRODUCER: Intellectual Software
798 N Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Oregon Total Information System, Eugene, Oregon.

COST: $24.95. With classroom management system, $34.95. Complex Sentences / Adjective Clauses is one of a series of fourteen similar packages covering various grammar concepts. The entire series is available for $395.00.

ABILITY LEVEL: Grades 9 through post-secondary
SUBJECT: Language-Arts
TOPIC: Grammar
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, 1 disk drive, monitor. Also available for TRS 80 Models III or IV, IBM PC or IBM PCjr.
REQUIRED SOFTWARE: DOS for the IBM.
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, and instructional management.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) Topics covered in this package include complex sentences, kinds of subordinate clauses, adjective clauses, adjective clause introduced by relative adverbs, "who" and "whom" in subordinate clauses, and restrictive and nonrestrictive clauses.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction on the concepts outlined above.

CONTENT AND STRUCTURE: This package contains 1 disk and a 17 page manual. The Disk contains a series of interactive tutorials on the concepts outlined in the objectives above. The package includes a management system which tracks the students' progress and generates reports.

ESTIMATED STUDENT TIME REQUIRED: Approximately 20 minutes per lesson.

POTENTIAL USES: To reinforce the grammar concepts of adjective clauses, adverbal clauses, and noun clauses in complex sentences. After parts of speech have been presented, this program could be used for enrichment, testing, and

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
	•				Content has educational value.
•					Content is free of stereotypes.
		•			Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
		•			Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
			•		Student creativity is effectively stimulated.
•					Feedback is effectively employed.

SA	A	D	SD	NA	
•					Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
		•			User support materials are comprehensive.
		•			User support materials are effective.
		•			Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 2, Technical Characteristics - 3.

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Practical Grammer: Complex Sentences - Adjective Clauses, continued

reinforcement. It does not replace standard instruction but serves as an adjunct to it.

MAJOR STRENGTHS: The package provides a good supplement to the classroom instruction. The immediate feedback is a positive feature.

MAJOR WEAKNESSES: The program needs more on-screen prompts. Information on how to respond to questions is limited, making it difficult for students new to the computer to run program. Reading material is lenghty and complex. There needs to be a way for the student to get help when he/she is having trouble understanding. The teacher must stress the importance of exact typing. There is no use of motivational techniques.

OTHER COMMENTS: Some students may have difficulty with recognition of upper/lower case on screen. It would be less confusing if all responses would be in lower case. This program offers students a learning challenge.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Practical Grammar Part I: Principal Parts of Verbs

VERSION: Apple

PRODUCER: Intellectual Software
798 N Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Oregon Total Information System, Eugene, Oregon.

COST: $24.95. With management system: $34.95. Pracitcal Parts of Verbs is one package in a series of thirteen similar packages covering various grammar concepts. The entire series including the management system is available for $375.00.

ABILITY LEVEL: Grades 9 through post-secondary
SUBJECT: Language-Arts
TOPIC: Grammar
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, one disk drive, monitor (printer optional). Also available for TRS Models III or IV, IBM PC or IBM PCjr.
REQUIRED SOFTWARE: DOS for the IBM version.
ISTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, instructional management.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) Topics covered in this package include basic forms of verbs, regular and irregular verbs, verbs added to the language, troublesome verbs, principal parts of troublesome verbs, six confusing verbs: "lie" and "lay", "sit" and "set", "rise" and "raise", and a summary.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction on the topics outlined above.

POTENTIAL USES: The tutorial would be most effectively used by students who have a problem with the verb tense. It could also serve to help those who need reinforcement or have missed class work. It would also be very effective with ESL students (English as a Second Language).

MAJOR STRENGTHS: Excellent choice of verbs and problem areas. It requires student involvement and gives the student immediate feedback as to how well he/she has mastered the material.

MAJOR WEAKNESSES: Input response is slow. If the student has good keyboarding skills, the answer may need to be retyped because of slow

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
•					Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
				•	Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
		•			User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
•					Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 5.

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Practical Grammar Part I:
Principal Parts of Verbs, continued

program recognition. The program's response to incorrect answers is worded ineffectively. Instructions appear on the screen very slowly making the instruction of the materials more time consuming than it would take using a textbook.

CONTENT AND STRUCTURE: This package contains 1 disk, 17 page manual and a 3 page management system manual. The package provides a series of interactive tutorials on the grammar topics outlined in the objectives above. An instructional management system is included which tracks the students' progress and generates reports.

ESTIMATED STUDENT TIME REQUIRED:
Approximately 20 minutes per lesson.

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300 S.W. Sixth Avenue • Portland, Oregon 97204
(503) 248-6800

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Ratio and Proportion

VERSION: Apple

PRODUCER: Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510

EVALUATION COMPLETED: January 1985 by the staff and constituents of Clackamas Educational Service District, Milwaukie, Oregon.

COST: $59.95

ABILITY LEVEL: Grades 5 through 12
SUBJECT: Mathematics
TOPIC: Algebra
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48k Apple II family, one disk drive, monitor.
BACK-UP POLICY: Back-up included.
PREVIEW POLICY: Free 30 day preview.
INSTRUCTIONAL PURPOSE: Remediation, enrichment.
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial.

DOCUMENTATION AVAILABLE: In Program — program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, sample program output, program operating instructions, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To be able to: define and give an example of a ratio in both colon and fraction form, create 6 different ratios from two pieces of numerical data, define a proportion and write proportions in colon and fraction form, identify the means and extremes in any proportion, solve proportions by setting the product of the means equal to the product of the extremes, and write and solve proportions from word problems.

INSTRUCTIONAL PREREQUISITES: (STATED) The student-user should be reading on at least a fifth grade level and should have had some exposure to common fractions — especially when dealing with Lesson C and Lesson E.

CONTENT AND STRUCTURE: This package contains 1 disk, 1 back-up disk, management documentation, a 7 page User's Guide, and reproducible Activity Masters. The program teaches ratio and proportion using a step-by-step approach. Teachers or students choose the concept and level they wish to work.

Programs include: Introduction to Ratios, Two Ways to Write Ratios, Writing Equivalent Ratios, Introducing Proportions, Using Cross Products, Two (2) Review/Quiz Programs. The first program uses graphic examples, such as padlocks

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
•					Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
•					Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
	•				Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
•					User support materials are comprehensive.
•					User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
•					Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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Ratio and Proportion, continued

and keys, and pyramids and hearts to develop the concept of ratio. The other programs provide interactive tutorials on simplify ratios, express ratios in colon and fractional forms, and write and solve proportions in both colon and algebraic forms. Word problems are randomly generated in the proportion programs. A built-in diagnostic feature examines the users responses and branches to the tutorial section if the problems are answered incorrectly. Ten quiz questions follow each tutorial. If strong comprehension is shown, the computer does not require the student to answer all 10 items. Correct responses are rewarded with congratulatory text as well as music. Incorrect responses are met with an explanation of how the solution could have been found.

ESTIMATED STUDENT TIME REQUIRED: Approximately 2 hours.

POTENTIAL USES: The best use would be with individual students to supplement classroom instruction or for remediation.

MAJOR STRENGTHS: The reviewers indicated that the package provides a good vehicle which enables the user to visualize the concepts of ratio and proportion, and that the package is very complete.

MAJOR WEAKNESSES: Some students found the package to be a little repetitive and boring.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Reading Adventure I

VERSION: Apple

PRODUCER: Intellectual Software
798 N. Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: January 1985 by the staff and constituents of Oregon Total Information System, Eugene, Oregon.

COST: $39.95

ABILITY LEVEL: Grades 2 and 3.
SUBJECT: Language Arts
TOPIC: Reading
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, one disk drive, monitor. Also available for IBM PC or PCjr.
REQUIRED SOFTWARE: DOS for the IBM, version.
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Content control, drill and practice.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide 2nd and 3rd graders with reading material that would encourage them to read.

INSTRUCTIONAL PREREQUISITES: Reading at the second grade level and familiarity with the computer keyboard.

CONTENT AND STRUCTURE: This package contains 1 disk and a 4 page Teacher's Manual. Interactive fiction allows the students to create their own story line by reading a passage and choosing between three or four possibilities.

ESTIMATED STUDENT TIME REQUIRED: Approximately 20 minutes.

POTENTIAL USES: This package could be used for motivation in a reading class or to illustrate stories in a writing class.

MAJOR STRENGTHS: The reading vocabulary is appropriate for intended audience.

MAJOR WEAKNESSES: Graphics are dull. It is all reading and these are places where students can get off-course in the program. The story content and sequencing don't always make sense even when a logical choice is made.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
		•			Package achieves defined purpose.
		•			Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
		•			Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
	•				Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
		•			Instruction integrates with prior learning.
		•			Learning can be generalized.
		•			User support materials are comprehensive.
	•				User support materials are effective.
		•			Information displays are effective.
		•			Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluato[r] indicated that they would use or recommend use of this package only if certain changes were made. (Note changes under Weaknesses or Other Comments.)

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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Reading Adventure I, continued

OTHER COMMENTS: Feedback is provided via a point system, although an unclear one. The package is intended mainly for children who are already fairly good readers. Could be used with nonreaders or below average readers only with teacher or peer assistance.

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Savoir Ecrire

VERSION: Apple, 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $45.95

ABILITY LEVEL: Grades Pre-school through Grade 6
SUBJECT: Languages
TOPIC: French
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple II Family, one disk drive, color monitor.
REQUIRED SOFTWARE: DOS 3.3
BACK-UP POLICY: Back-up available for $9.95 plus $1.95 for shipping.
PREVIEW POLICY: 30-day school preview (payment due 30 days after invoice date).
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial.

DOCUMENTATION AVAILABLE: In Supplementary Material — suggested grade/ability level, program operating instructions, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To develop French reading, spelling and vocabulary skills.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction on the words contained in the program.

CONTENT AND STRUCTURE: This package contains one disk and two, four page Users Guides, one in English and one in French. Savoir Ecrire (spelling bee) is a vocabulary drill featuring color, sound and animation. Students practice reading, writing and understanding French vocabulary through pictures. In the Demonstration Mode, objects are drawn and spelled out to give practice in reading. In the Practice Mode objects are drawn once again, but this time, students must type in the correct spelling. The Practical Application Mode has pupils correctly identifying words, while their scores are recorded. Seventeen different units contain hundreds of words. Vocabulary list included.

ESTIMATED STUDENT TIME REQUIRED: Varies greatly.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
		•			Learning can be generalized.
	•				User support materials are comprehensive.
		•			User support materials are effective.
•					Information displays are effective.
		•			Users can operate easily and independently.
		•			Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made. (Note changes under weaknesses.)

Summary: Scale 5 (High) to 1 (Low)
Content -3, Instructional Characteristics - 3, Technical Characteristics - 3.

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Savoir Ecrire, continued

POTENTIAL USES: Students can independently use the demonstration mode to learn the spellings. Then they can check their mastery with practice or practical application modes. The teacher is responsible for prescribing this sequence of modes. Adult supervision is needed if this is used at the K level or even at grade 1.

MAJOR STRENGTHS: Can adjust length of assigned task to one of three modes; demo, drill, or tutorial. A student learns vocabulary through pictures rather than word translation. Student scores are recorded for teacher tracking.

MAJOR WEAKNESSES: The selected vocabulary is weak; there are anglicized and archaic expressions which are not acceptable in France. The teacher is required to set up the program for two of the modes; this is limiting. The target population (K-6) are definitely native speakers, e.g. beginning readers of Canadian French. The vocabulary needs to be adapted for a larger population.

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The Linguist

VERSION: Apple, 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $44.95

ABILITY LEVEL: Grades 4 through 12
SUBJECT: Languages
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II and IIe, one disk drive, monitor. Also available for IBM PC and PCjr, Commodore 64, and all models of Atari.
REQUIRED SOFTWARE: Applesoft, DOS 3.3.
BACK-UP POLICY: Back-up available for $9.95 plus $1.95 for shipping.
PREVIEW POLICY: 30-day school preview (payment due 30 days after invoice date).
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, information retrieval

DOCUMENTATION AVAILABLE: In Program — program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To assist students in developing linguistic interests by providing quick exposure to key words, phrases and definitions in several languages.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Basic reading skills.

CONTENT AND STRUCTURE: This package contains one disk and a User's Guide. The Linguist is an authoring type program which provides the student with instant help in spelling, pronunciation, definitions of words and phrases for up to 20 different languages. Students can change languages easily and store up to 4400 word pairs and/or phrases and definitions. The program gives hints, keeps score and prints out the data. The teacher can create and/or modify data bases of words.

ESTIMATED STUDENT TIME REQUIRED: One half hour at a time and could be several hours total depending upon what the teacher puts on the disks.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
				•	Content is accurate.
				•	Content has educational value.
				•	Content is free of stereotypes.
		•			Purpose of package is well defined.
	•				Package achieves defined purpose.
		•			Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
		•			Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
		•			Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - NA, Instructional Characteristics - 3, Technical Characteristics - 4.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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The Linguist, continued

POTENTIAL USES: This program teaches vocabulary and translation. It can drill student on vocabulary and has potential for use at different times in a course. The content can be changed to fit literature and/or text chapters as they are studied by the students.

MAJOR STRENGTHS: The program has excellent character sets. It is very flexible allowing the user to create data bases of words that are appropriate for his/her students. The functions performed by the programs are very useful to students learning a language, but are most useful to the advanced student.

MAJOR WEAKNESSES: The instructions for using the program may be inadequate for many teachers. The procedures are not easily mastered by a teacher inexperienced with computers.

OTHER COMMENTS: The disk does not contain any sample files for preview purposes. The producer indicated that the documentation is in the process of being updated. (5/85).

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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The criteria used for this evaluation have been customized to accommodate SCIENCE *courseware.*

The Observatory

VERSION: Apple

PRODUCER: Lightspeed Software
2124 Kittredge St.
Suite 185
Berkeley, CA 94704

EVALUATION COMPLETED: January 1985 by the staff and constituents of Jefferson County Schools, Lakewood, Colorado.

COST: $62.50

ABILITY LEVEL: Grades 9 through post-secondary
SUBJECT: Science
TOPIC: Astronomy
MEDIUM OF TRANSFER: 5 1/4" floppy disk
REQUIRED HARDWARE: Apple IIe, or 64K Apple II+, 1 disk drive, monitor.
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Simulation, laboratory tool
SCIENCE PROCESSES INVOLVED: Acquiring information, interpreting information, measuring and quantifying.

DOCUMENTATION AVAILABLE: In Supplementary Material — Sample program output, program operating instructions, resource/reference information, student's instructions, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To learn locations of and general information about celestial objects. To observe movement and interaction between celestial objects.

INSTRUCTIONAL PREREQUISITES: (INFERRED) A working knowledge of basic astronomical terms and relationships. An understanding of how time, longitude and latitude relate to the view of celestial objects.

CONTENT AND STRUCTURE: The package contains one disk and a 49 page User's Manual. The program draws accurate sky maps with user input of location and time. The user can search for stars and magnify the view through a simulated telescope. The User's Manual includes four example exercises.

continued on back →→

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
	•				Content represents current knowledge of subject.
			•		Science issues presented objectively.
	•				Content has educational value.
	•				Science processes well integrated into package.
				•	Content is free of stereotypes.
	•				Purpose of package is well defined.
•					Package achieves defined purpose.
		•			Content presentation is clear and logical.
				•	Difficulty level is appropriate to audience.
	•				The package makes good use of computer time.
	•				Graphics/sound/color are used appropriately.
	•				Use of package is motivational.

SA	A	D	SD	NA	
	•				Student creativity is effectively stimulated.
				•	Feedback is effectively employed.
	•				Learner controls rate and sequence.
			•		Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
•					Package components are durable.
	•				Information displays are effective.
		•			Users can operate easily and independently.
		•			Teachers can employ package easily.
•					Computer capabilities are used appropriately.
•					Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low).
Content - 5, Instructional characteristics - 3, Technical Characteristics 4.

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The Observatory, continued

POTENTIAL USES: This program is not designed to "teach astronomy" as such but is a powerful tool for displaying the right sky at any time from any chosen location. Its possible classroom uses include: demonstrations by the teacher, and individual explorations by advanced and/or highly interested students with enough astronomy background to appreciate the display.

ESTIMATED STUDENT TIME REQUIRED: Potential uses are inexhaustable, thus much time could be spent.

MAJOR STRENGTHS: Program is fun and interesting to use. Magnification ability is a plus. Program can accurately locate stellar positions for a 10,000 year time span. The user has numerous options for detailed examination of moon, planets, stars and many deep sky objects.

MAJOR WEAKNESSES: The use of the package as an educational tool demands a substantial astronomy background on the part of the teacher. The package lacks appropriate materials to facilitate its integration into classroom instruction. The teacher must generate objectives, handouts, lesson plans, etc. Calculations are time consuming and constellations which are displayed are unrecognizable. Complexity of program may be intimidating.

OTHER COMMENTS: The package has many potential uses, but requires a creative, knowledgeable teacher. Program would provide a good experience for elementary/jr. high gifted students. A lot of material is available in the program and is not exhausted quickly.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Trap-A-Zoid

VERSION: Apple

PRODUCER: DesignWare
185 Berry Street
San Francisco, CA 94107

EVALUATION COMPLETED: February 1985 by the staff and constituents of Region X ESC, Richardson, Texas.

COST: $39.95

ABILITY LEVEL: Grades 2 through post-secondary
SUBJECT: Mathematics
TOPIC: Geometry
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: 48K Apple, II+, IIe, IIc, one disk drive, monitor. Also available for IBM PC, and Atari.
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment.
INSTRUCTIONAL TECHNIQUES: Game, drill and practice.

DOCUMENTATION AVAILABLE: In Program — sample program output, program operating instructions In Supplementary Material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, sample program output, program operating instructions, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To give children an opportunity to demonstrate their understanding of geometric concepts in a game setting.

INSTRUCTIONAL PREREQUISITES: (STATED) Prior instruction on the terms associated with elementary plane geometric figures.

CONTENT AND STRUCTURE: This package contains 1 diskette, and a 20 page User's Guide. Trap-A-Zoid uses geometry concepts to trap Zoids from space. The student must enclose the animated Zoid within a chosen geometric figure before it traverses the screen. It involves concepts as basic as square and triangle and as complex as scalene and isosceles. Multiple skill levels are available for increasing challenge. The program includes a built-in dictionary of geometry terms.

ESTIMATED STUDENT TIME REQUIRED: 10 to 15 minutes per session.

POTENTIAL USES: This package can be used as a group demonstration or individual student activity. It can be used to review basic geometry concepts and terminology.

MAJOR STRENGTHS: Good game format for reviewing geometric concepts pertaining to shapes, triangles, rectangles, quadrilaterals, polygons and similar figures.

MAJOR WEAKNESSES: There are many other non-computer methods for presenting this material that may be more effective and less time consuming. The package was designed for use in the home and does not include suggestions for classroom use, pre and post activities, and other information useful to teachers.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
		•			Package achieves defined purpose.
	•				Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
	•				Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
		•			User support materials are comprehensive.
		•			User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 4, Technical Characteristics - 3.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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U. S. Geography Quiz

VERSION: Apple

PRODUCER: Intellectual Software
798 North Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: November 1984 by the staff and constituents of Connecticut Department of Education, Hartford, Connecticut.

COST: $29.95

ABILITY LEVEL: Grades 5 through post-secondary.
SUBJECT: Social Studies
TOPIC: Geography
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, one disk drive, monitor, (printer optional). Also available for IBM PC, PCjr., and 128k Apple MacIntosh.
INSTRUCTIONAL PURPOSE: Remediation and review.
INSTRUCTIONAL TECHNIQUES: Drill and practice, game, and instructional management.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED)
To serve as a review of American geography. After completing this program the student should be able to identify the capitals of states, provinces, and countries; identify the location of major cities, rivers, mountain ranges, and major lakes; name the provinces of Canada, states in the United States, counties of Central America, countries of South America and the nations of the Caribbean.

INSTRUCTIONAL PREREQUISITES: Prior instruction on the material outlined above.

CONTENT AND STRUCTURE: This package contains one disk and a 14 page manual. The program contains 10 modules in a game format that quiz or review 10 regions of American Geography; New England, Middle Atlantic, Southeast, Midwest, Deep South, Central, Far West, Canada, Central America/Caribbean, and South America. Each module gives 24 places (cities or geographical features) and the user supplies the state, province or country name. Each wrong answer is followed by an explanation.

ESTIMATED STUDENT TIME REQUIRED: 15 to 20 minutes each module.

POTENTIAL USES: Individual review and drill.

MAJOR STRENGTHS: The program includes a record-keeping system that logs student use, giving number of questions attempted in each module and the percent correct.

MAJOR WEAKNESSES: The program does not teach identification of geographical places and features; it tests ability to match names to locations, the program is a very unsophisticated drill and practice; it lacks graphics and motivational features. The correct answer is displayed with only a (return).

EVALUATION SUMMARY

SA	A	D	SD	NA	
	•				Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
	•				Purpose of package is well defined.
	•				Package achieves defined purpose.
		•			Content presentation is clear and logical.
	•				Difficulty level is appropriate to audience.
		•			Graphics/sound/color are used appropriately.
		•			Use of package is motivational.
		•			Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
		•			Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
	•				Learning can be generalized.
	•				User support materials are comprehensive.
	•				User support materials are effective.
		•			Information displays are effective.
	•				Users can operate easily and independently.
	•				Teachers can employ package easily.
		•			Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 2.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Vocabulary Adventure I

VERSION: Apple

PRODUCER: Intellectual Software
798 N. Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Oregon Total Information System, Eugene, Oregon.

COST: $59.95

ABILITY LEVEL: Grades 4 through 6.
SUBJECT: Language Arts
TOPIC: Vocabulary
MEDIUM OF TRANSFER: 5-1/4 inch disk
REQUIRED HARDWARE: Apple II, II+, IIe, 1 disk drive, monitor, printer optional. Also available for IBM PC, PCjr, and MacIntosh.
REQUIRED SOFTWARE: DOS for IBM version.
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment.
INSTRUCTIONAL TECHNIQUES: Game, drill and practice.

DOCUMENTATION AVAILABLE: In Program — student's instructions In Supplementary Material — suggested grade/ability level, instructional objectives, teacher's information, resource/reference information.

INSTRUCTIONAL OBJECTIVES: (STATED) To improve vocabulary skills, reading comprehension skills and, therefore, improving aptitude and intelligence test scores.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Reading at the fourth grade level.

CONTENT AND STRUCTURE: This package contains 2 disks and an 8 page manual. Over 100 new vocabulary words are introduced during the playing of an adventure type game. Students must deduce and remember the meanings of the words to achieve high scores. New words are on Grade 4-6 level.

ESTIMATED STUDENT TIME REQUIRED: This package should be used at least once per week over a period of a semester.

POTENTIAL USES: This package could be used with individuals but is most effectively used in small groups. Group use would allow for discussion by teams, which would result in more word retention and their meanings.

MAJOR STRENGTHS: The package has enrichment value for good readers and application for slower readers at upper grades. It probably could be used in a number of grade levels.

MAJOR WEAKNESSES: Gives a "Code 5 Error in Line 6030" frequently. When that happens the user is kicked out of the program and must start over from the beginning. There is a lack of on-screen explanation of what goes on in "entry into rooms". The package is not motivating and provides little visual interest. The clues given are misleading because they lead the user to believe that there is more than one suitable answer.

OTHER COMMENTS: Graphics are needed to make the package more interesting.

EVALUATION SUMMARY

SA	A	D	SD	NA	
•					Content is accurate.
	•				Content has educational value.
	•				Content is free of stereotypes.
•					Purpose of package is well defined.
	•				Package achieves defined purpose.
	•				Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
				•	Graphics/sound/color are used appropriately.
			•		Use of package is motivational.
			•		Student creativity is effectively stimulated.
	•				Feedback is effectively employed.

SA	A	D	SD	NA	
•					Learner controls rate and sequence.
	•				Instruction integrates with prior learning.
				•	Learning can be generalized.
		•			User support materials are comprehensive.
	•				User support materials are effective.
	•				Information displays are effective.
	•				Users can operate easily and independently.
•					Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
		•			Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made. (Note changes under weaknesses or other comments)

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 3, Technical Characteristics - 3.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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MICROSIFT COURSEWARE EVALUATION

Review Set 14
and
Indexes: HRD and SBJ

Addition and Subtraction
Addition 6-10, Substraction 6-10 and Addition and Subtraction 6-10
Andy and the Math-A-Sizer
Bank Street Storybook
Basic Skills Courseware: Third Grade
Basic Skills Courseware: Fifth Grade
Basic Skills Courseware: Ninth Grade
Beginning Consonants and Ending Consonants
Buzz, Bang, Harvey
Creature Creator
Dinosaur Days
Early Learning Series: Volume I
English SAT II
Exploring Sorting Routines
Fay: That Math Woman
Foreign Language Series: Latin
Fraction Fun with Fraction Man, Level 1
Greek Mythology
Learning About Numbers
Letters and First Words
Mathematics Life Skills, Volume 1: Money Manager
Mathematics Word Problems--Grade 1
Mind Benders A1, A2, and A3
Modern Biology Study Disk
Payroll System: A business Simulation
Poker Listo
Practical Algebra: Algebra Word Problems
Practical Geometry Series: Triangles
Preschool Activities for Learning
Purchase Power

IR011849

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Reading Klooz
Santa Fe Trail
Spanish Vocabulary Game
Special Topics in Mathematics: Bases Other Than Ten
Spellagraph
Spelling Worksheet Generator
Sports Problems III
T. Rex
Voyage of the Mimi: Introduction to Computing
Word Benders--Phrases, A-1
Word Benders--Similarities, C-1
Wordfinder

Addition and Subtraction

VERSION: Apple

PRODUCER: Gameco Industries, Inc.
Box 1911
Big Springs, TX 79720

EVALUATION COMPLETED: July 1985 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $39.95 (with backup $54.95)

ABILITY LEVEL: Grades 1 through 8
SUBJECT: Mathematics
TOPIC: Arithmetic
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II Plus, IIe, or IIc; single disk drive, monitor. Also available for 48K TRS-80 Models III and IV, and Commodore 64.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, game

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary materials — suggested grade/ability level, sample program output, program operating instructions, teacher's information, and file management.

INSTRUCTIONAL OBJECTIVES: (INFERRED) In ADDITION, students practice adding with no regrouping, one and two regroupings, and with 3 or 4 addends. In SUBTRACTION, students practice subtracting with no regrouping, one and two regroupings, and with difficult, larger number regroupings.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains one disk and an 8-page User's Guide. It is one in a series which combines guided math drill, an arcade-style reward game, and a student management system. Each disk offers a choice of carefully selected difficulty levels. The computer leads students through the problems step-by-step checking each response in sequence. After three errors are made, it displays the proper response. At the end of each set of problems, the program places students at a higher difficulty level, the same level, or a lower level based on the percent correct. The number of problems presented per level is preset at 10 but may be changed by the teacher to any number from 1 to 50. Students are rewarded for good performance. The student management system automatically records up to 200 student files which include: the student's name, difficulty level worked, raw score, and percent correct. The teacher may choose to view, print, or delete all student files or only those of an individual student.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
●					Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
				●	User support materials are comprehensive.
				●	User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue • Portland, Oregon 97204
(503) 248-6800

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Addition and Subtraction, continued

ESTIMATED STUDENT TIME REQUIRED: Usage time could vary greatly depending on the needs of individual students. Generally, 15-20 minute sessions are required.

POTENTIAL USES: This is a good drill and practice program for someone who needs highly structured practice in addition and subtraction. It can be used to supplement math activities.

MAJOR STRENGTHS: In simpler levels, the computer screen is used as a step-by-step worksheet. Feedback is immediate. The program keeps the student's tally at the top of the page. If a student answers a problem incorrectly, the problem will be repeated until it is correct. Branching capabilities are included. Teachers can control the program's parameters and keep records for up to 200 students. The directions are easy to understand, and a backup disk is provided.

MAJOR WEAKNESSES: One specific algorithm is used for regrouping. Students may not use any novel approaches to solving problems. The program is not a tutorial but only drill and practice. The snake game is lo-res and may not engage the sophisticated imagination of upper elementary students. As a motivator, if a student is using the program because they want to play the game and they get the first two problems wrong, they have no incentive to continue as they will not be allowed to play the game.

OTHER COMMENTS: The teacher files could be useful. The snake game may motivate some children to concentrate.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Addition 6-10, Subtraction 6-10, and Addition and Subtraction 6-10

VERSION: Apple

PRODUCER: Comp Ed
8626 N. 48th Drive
P.O. Box 35461
Phoenix, AZ 85069

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $21.95 each or $65.85 as a set

ABILITY LEVEL: Preschool through grade 2
SUBJECT: Mathematics
TOPIC: Arithmetic
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, single disk drive, and monitor. Also available on the Commodore 64.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — instructional objectives, program operating instructions, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, program operating instructions, teacher's information, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To have the student master addition and subtraction facts of 6-10.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Students need to have mastered the facts for 0-5.

CONTENT AND STRUCTURE: Each of the three packages consists of one diskette, a user's information sheet, and a 7-page student worksheet master. In the program ADDITION 6-10, students practice addition facts of 6-10. It begins with having the students count objects and add them together. Students learn to count objects both vertically and horizontally. The program follows by introducing the student to both vertical and horizontal math equations with and without objects to count. SUBTRACTION 6-10 concentrates on subtraction minuends of 6-10. ADDITION AND SUBTRACTION 6-10 concentrates on addition facts 6-10 and on subtraction minuends 6-10. Each of the programs offers a teacher utility section. Here the teacher can view the students' scores, change the program speed, erase the scores, turn the sound off and on, or go back to the main menu. These math programs have a main menu which offers a variety of methods for working with the given subject area.

ESTIMATED STUDENT TIME REQUIRED: 20 minutes

POTENTIAL USES: This program could be used to teach number facts to preschool children, but it probably necessitates teacher assistance.

MAJOR STRENGTHS: The teacher utility is the strongest plus to this program. The concepts addressed are broken down into discrete objectives. The combination of vertical and horizontal formats is good.

MAJOR WEAKNESSES: The readability level and instructions are too difficult for some learners. Students would have trouble operating the program independently.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
		●			Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
		●			Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
		●			Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
		●			Users can operate easily and independently.
		●			Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 3.

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(503) 248-6800

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Andy and the Math-A-Sizer

VERSION: TRS-80

PRODUCER: Aladdin Software
1001 Colfax Street
Danville, IL 61832

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $29.95

ABILITY LEVEL: Preschool through Grade 8
SUBJECT: Mathematics
TOPIC: Arithmetic
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 32K TRS-80 Models I, III, or IV, single disk drive or cassette recorder, monitor.
REQUIRED SOFTWARE: TRS-DOS
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Tutorial

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) To learn and practice the basic math facts.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package consists of one diskette and a documentation sheet. ANDY AND THE MATH-A-SIZER provides a way to learn and practice the basic math facts. Students can select 1, 2, or 3-digit problems in addition and subtraction. 1 or 2-digit problems in multiplication and division can also be studied. Students can also select a mixture of all four types of problems. When a problem is missed, the screen changes to the "blackboard" screen and the problem is worked out step-by-step. The student can review the problem several times to make sure he/she really understands it. Next the student is given the same problem again to make sure he/she can work it. If not, then back to the blackboard. In this way the program actually teaches the student to do the problems since they are shown how to borrow (subtraction) and add the carry (multiplication). Answers are discarded into the "answer tub" after each correct answer. The program is rather easy to use and students catch on quickly to the procedure.

ESTIMATED STUDENT TIME REQUIRED: Five to ten minutes per day

POTENTIAL USES: The drill and practice activities of this package are appropriate only after initial instruction. It is inappropriate in tutorial mode.

MAJOR STRENGTHS: The drill and practice with immediate feedback is a plus, and branching to a tutorial occurs when a problem is missed.

MAJOR WEAKNESSES: Concepts presented in multi-digit division are confusing. The most frustrating aspect of the program is probably the speed, which is extremely slow and tedious, largely due to the graphics. Correctors are redundant and non-motivational. Students could become easily bored.

EVALUATION SUMMARY

SA	A	D	SD	NA	
		●			Content is accurate.
	●				Content has educational value.
		●			Content is free of stereotypes.
	●				Purpose of package is well defined.
		●			Package achieves defined purpose.
		●			Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
			●		Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
		●			Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
			●		Learning can be generalized.
			●		User support materials are comprehensive.
			●		User support materials are effective.
		●			Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
		●			Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale from 5 (High) to 1 (Low).
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 2.

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Bank Street Storybook

VERSION: Copyright 1984

PRODUCER: Mindscape, Inc.
3444 Dundee Road
Northbrook, IL 60062

EVALUATION COMPLETED: June 1985 by the staff and constituents of Beaverton School District, Beaverton, Oregon.

COST: $49.95

ABILITY LEVEL: Grades 3 through 9
SUBJECT: Language Arts
TOPIC: Writing
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 64K Apple II, single disk drive, monitor, joystick, Koala Pad or mouse, printer (optional). Also available for Commodore 64 and IBM-PC.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Tutorial, word processor

DOCUMENTATION AVAILABLE: In supplementary materials — suggested grade/ability level(s), instructional objectives, sample program output, program operating instructions, teacher's information, student's instructions, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) Storybook will help students to: develop creative writing skills, enhance language arts skills, learn to use a simple word processor, organize information more effectively, and become "computer literate."

INSTRUCTIONAL PREREQUISITES: (INFERRED) The student must have keyboarding skills.

CONTENT AND STRUCTURE: This package contains a teacher's manual with activities, a User's Guide, a program disk and a back-up disk.

ESTIMATED STUDENT TIME REQUIRED: One project will require four or five 45-minute periods.

POTENTIAL USES: This program enables the student to write, illustrate and print a story or short book. It can be used for creative writing assignments, or independent art work. Although the animation is lost, color printouts can be made using an Apple-compatible color printer.

MAJOR STRENGTHS: There are many combinations of text and graphics that can be done which makes this package very comprehensive. Storybook offers one way to create a book. It is good for situations where it is desirable to have students create stories or put final versions of stories on the computer. Also, the students who tried Storybook liked it.

MAJOR WEAKNESSES: It is essential to read the documentation when first using this package. It is not easy to start from scratch, even though children can eventually figure it out.

OTHER COMMENTS: Joysticks, a Koala Pad, or a mouse are mandatory.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
●					Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
●					Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Basic Skills Courseware:
Third Grade

VERSION: Apple

PRODUCER: Lang-Ford Educational Software
P.O. Box 1064
Georgetown, TX 78627-1064

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $325.00

ABILITY LEVEL: Grade 3
SUBJECT: Mathematics, Language Arts
TOPIC: Mathematics, Reading, Writing
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, single disk drive, and monitor. Also available for 48K TRS-80 Model III.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, assessment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — program operating instructions, teacher's information, resource/reference information, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach the specific grade level Basic Skills.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package consists of ten diskettes: three diskettes for Reading, three for Math, three for Writing, and one teacher instruction diskette that includes the documentation for the package. This courseware package is a set of tutorial and drill and practice lessons designed to teach to the Basic Skills test given in Texas. It is used to help teach the skills and to remediate skill deficits after the test is given. The courseware has successfully raised the scores of low and average achievers. Students who are high achievers derive benefit from using the unit that is the next grade level up. Because basic skills are similar to all learners, other states and schools will benefit from using the package.

ESTIMATED STUDENT TIME REQUIRED: 15-20 minutes per disk.

POTENTIAL USES: The package works to develop discrete basic skills and could be used in a lab or remedial setting. It is appropriate for both on-level and remedial instruction.

MAJOR STRENGTHS: The program clearly defines objectives and deals with discrete skills. Examples are provided and a lot of explanation is included.

MAJOR WEAKNESSES: Explanations and directions are sometimes too sophisticated for the identified audience. The tutorial mode is over-used; more drill could be included for the stated purpose.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
●					Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Basic Skills Courseware: Fifth Grade

VERSION: Apple

PRODUCER: Lang-Ford Educational Software
P.O. Box 1064
Georgetown, TX 78627-1064

EVALUATION COMPLETED: July 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $325.00

ABILITY LEVEL: Grade 5
SUBJECT: Basic Skills
TOPIC: Mathematics, Reading, Writing
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, IIe, single disk drive, monitor. Also available for the 48K TRS-80 Model III.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, assessment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — program operating instructions, teacher's information, resource/reference information, student's instructions. In supplementary materials — Suggested grade/ability level(s), instructional objectives.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach the specific grade level Basic Skills.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package consists of ten diskettes. Three diskettes for Reading, three for Math, three for Writing, and one teacher-instruction diskette that includes documentation for the package. This courseware package is a set of tutorial and drill and practice lessons designed to teach to the Basic Skills test given in Texas. It is used to help teach the skills and to remediate skill deficits after the test is given.

ESTIMATED STUDENT TIME REQUIRED: 15-20 minutes per session.

POTENTIAL USES: The program works well as a reinforcer and remediator for mastery of basic skills objectives in the identified areas. It could be used as a pre-testing activity for review as well as for instruction.

MAJOR STRENGTHS: The feedback often includes a short review of earlier concepts. A plus is the menu-driven function of the program. The teacher's disk is especially helpful.

MAJOR WEAKNESSES: Student data cannot be saved to the disk. Objectives identified are parallel to many in other states, but are changing, even in Texas; updates or flexibility for altering objectives would be helpful. Guessing is often successful, and questions are not randomized.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Basic Skills Courseware: Ninth Grade

VERSION: Apple

PRODUCER: Lang-Ford Educational Software
P.O. Box 1064
Georgetown, TX 78627-1064

EVALUATION COMPLETED: July 1985 by the staff and constituents of Region IV ESC, Houston, Texas and Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $325.00

ABILITY LEVEL: Grades 7 through 9
SUBJECT: Basic Skills
TOPIC: Reading, Mathematics, Writing
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, IIe, single disk drive, monitor. Also available for the 48K TRS-80 Model III.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, assessment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — program operating instructions, teacher's information, resource/reference information, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach the specific grade level Basic Skills.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package consists of ten diskettes. Three diskettes for Reading, three diskettes for Math, three diskettes for Writing, and one teacher-instruction diskette that includes documentation for the package. This courseware package is a set of tutorial and drill and practice lessons designed to prepare students for the Basic Skills test given in Texas. It is used to help teach the skills and to remediate skill deficits after the test is given.

ESTIMATED STUDENT TIME REQUIRED: 15-30 minutes per session

POTENTIAL USES: The program provides drill and practice for individuals or small groups. It works well as a reinforcer and remediator for mastery of basic skills objectives in the identified areas. It could be used as a pre-testing activity for review as well as for instruction.

MAJOR STRENGTHS: The feedback is accurate and includes review of earlier concepts. Answers cannot be second-guessed without reading the text. A plus is the menu-driven function of the program. The teacher's disk is especially helpful. The math section was particularly challenging, and the writing section provided a good review.

MAJOR WEAKNESSES: Student data cannot be saved to the disk. Updates or flexibility in altering objectives would be helpful. There was not appropriate feedback, enough information, given in the writing section for tutorial assistance; it serves only as review. Typographical errors were found. The percent section would be easier if taught by proportion.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
				●	Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
		●			User support materials are comprehensive.
		●			User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Beginning Consonants and Ending Consonants

VERSION: Apple

PRODUCER: Comp Ed
8626 N. 48th Drive
P.O. Box 35461
Phoenix, AZ 85069

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $21.95 each, $43.90 as a set

ABILITY LEVEL: Preschool through grade 2
SUBJECT: Language Arts
TOPIC: Reading
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+ or IIe, single disk drive, and monitor. Also available for Commodore 64.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — instructional objectives, program operating instructions, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, program operating instructions, teacher's information, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To have the student master beginning and ending consonants.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: Each package consists of one diskette, a user's information sheet, and a 7-page student workbook master. BEGINNING CONSONANTS begins with teaching the child to find and focus on the beginning letter of each word given. The student learns where this letter is on the keyboard and to respond according to directions. The program follows with exercises in recognizing words with the given beginning sound. Exercises are also given in recognizing beginning sounds in pictures shown. ENDING CONSONANTS offers the same kind of exercises as those given in Beginnning Consonants. The students can easily move from the Beginning Consonant program to the Ending Consonant program. The programs are progressive and sequential. An immediate response as to whether the student is correct or incorrect is given. Goals are set at the beginning of each program. Students work for a specified number of rewards. The programs offer a teacher utility section, which allows the teacher to view the students' scores, change the program speed, erase the scores, turn the sound off and on, or go back to the main menu.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
●					Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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Beginning Consonants and Ending Consonants, continued

ESTIMATED STUDENT TIME REQUIRED: 5-15 minutes per day.

POTENTIAL USES: The package serves well as a supplemental activity to reinforce classroom instruction.

MAJOR STRENGTHS: The program provides opportunity for drill in specified objectives. One of the highlights is user control in the program as well as good use of color and graphics.

MAJOR WEAKNESSES: Picture recognition is essential, and some pictures are difficult to identify or represent difficult vocabulary, e.g., quill, ram.

OTHER COMMENTS: In classroom evaluation it was observed to be appropriate for instruction in kindergarten, for remediation in grade 1, and to encourage slow learners in grade 2. Teachers assisted students in using the program.

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Buzz, Bang, Harvey

VERSION: Apple

PRODUCER: Intellectual Software
798 North Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $29.95

ABILITY LEVEL: Grades 5 through 6
SUBJECT: Mathematics
TOPIC: Arithmetic
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+, or IIe, single disk drive, monitor
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, game

DOCUMENTATION AVAILABLE: In program — program operating instructions. In supplementary material — instructional objectives, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED)
To strengthen students' multiplication and division facts.

CONTENT AND STRUCTURE: This package contains one disk and a 4-page Teacher's Manual. A multi-level counting game, in which players must recognize numbers which contain or are divisible by 3, 5, and 7. Used for counting practice and simple division practice. Play is complicated at upper levels by an invisible player named Harvey. Upper level play will challenge an adult, and be particularly interesting to gifted children.

ESTIMATED STUDENT TIME REQUIRED: Fifteen minutes, several times per week.

POTENTIAL USES: The program could be used with small groups of children as an extra credit or supplementary activity.

MAJOR STRENGTHS: The game is novel and highly motivational. It is challenging and emphasizes speed of response. Students can control the level of use and response timing. Effective use is made of the computer.

MAJOR WEAKNESSES: The package needs teacher control and monitoring of use at first. It is very easy to crash the program. Invalid input and screen control are not handled properly at program start-up (an innocent [RETURN] by accident crashes the program). This is mentioned in the documentation—but it should have been corrected! There are spelling errors. The displays are cluttered. The documentation is inadequate for teacher use.

OTHER COMMENTS: The program idea is excellent. Program bugs at start-up are unfortunate, but shouldn't discourage a teacher from including the game as an activity for students.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
		●			Package achieves defined purpose.
		●			Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
				●	Learning can be generalized.
		●			User support materials are comprehensive.
		●			User support materials are effective.
		●			Information displays are effective.
		●			Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
		●			Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 1.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Creature Creator

VERSION: Apple

PRODUCER: DesignWare
185 Berry Street
San Francisco, CA 94107

EVALUATION COMPLETED: May 1985 by the staff and constituents of the Institute for Educational Research, Glenn Ellyn, Illinois.

COST: $29.95

ABILITY LEVEL: Preschool through grade 2
SUBJECT: Computer Science
TOPIC: Computer Literacy, Programming
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II+, IIe, or IIc, single disk drive, monitor. Also available for IBM-PC and Atari.
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Game

DOCUMENTATION AVAILABLE: In program — program operating instructions. In supplementary material — suggested grade/ability level, instructional objectives, program operating instructions, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) An introduction to very simple programming. Teaches pattern recognition and matching. The package attempts to give children confidence in controlling the computer.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains one diskette and a 12-page User's Guide. Students can create creatures from a selection of heads, bodies, arms and legs, design dance sequences for creatures to perform, learn the fundamental concepts of computer programming, and attempt to match the dance steps of the computer's creature in an entertaining, pattern matching challenge. Graphics, sound effects and animation are included.

ESTIMATED STUDENT TIME REQUIRED: It would take about 10 minutes to introduce students to use of this program. Multiple experiences with the program in 10-20 minutes periods would be appropriate.

POTENTIAL USES: This program can serve as an introduction to computers and computer programming for primary age children. It would need to be used by individual children and would require adult guidance to get started.

MAJOR STRENGTHS: The graphics are appealing and motivational. The levels of difficulty offer a challenge to students. Sequencing and spatial relationship skills are required and developed, as well as memory.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
		●			Difficulty level is appropriate to audience.
●					Graphics/sound/color are used appropriately.
●					Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
	●				Learning can be generalized.
		●			User support materials are comprehensive.
	●				User support materials are effective.
		●			Information displays are effective.
		●			Users can operate easily and independently.
		●			Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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Creature Creator, continued

MAJOR WEAKNESSES: The package is too difficult for most 4 year olds. Use of I, J, K, M keys are difficult for young children (Apple II+ version). The text and screen layout is cluttered and at times confusing. A great deal of reading is required for the age group targeted. It would be difficult for a young child to operate this program independently without preliminary teacher guidance. Little feedback is given when the creature is mismatched in the game.

OTHER COMMENTS: There are other programs on the market which focus on the same objectives and are implemented better.

The producer states that the product was developed for the home market, therefore, no suggestions are provided for integrating it into the classroom.

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The criteria used for this evaluation have been customized to accommodate SCIENCE courseware.

Dinosaur Days

VERSION: Apple

PRODUCER: TYC Software
2128 W. Jefferson Road
Pittsford, NY 14534

EVALUATION COMPLETED: May 1985 by the staff and constituents of Jefferson County Schools, Lakewood, Colorado.

COST: $39.95

ABILITY LEVEL: Grades 1 through 6
SUBJECT: Sciences
TOPIC: Life Science
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II+, IIe or IIc, single disk drive, color monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial
OTHER FEATURES: Assessment
SCIENCE PROCESSES INVOLVED: Acquiring information

DOCUMENTATION AVAILABLE: In program — post-test, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, program operating instructions, post-test, teacher's information, student worksheets, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) Upon completion of these lessons, the student will be able to identify the following material: 1) the relationship of fossils to known information on dinosaurs and their habits; 2) the Mesozoic Era and its relationship to the human; 3) differences between lizard-hipped and bird-hipped dinosaurs; 4) general characteristics of the following well-known dinosaurs: Brontosaurus, Ankylosaurus, Tyrannosaurus, Diplodocus, Brachiosaurus, Allosaurus, Triceratops, Styracosaurus, Stegosaurus, Elasmosaurus, and Nanosaurus; and 5) several theories relating to extinction of the dinosaurs.

continued on back →

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content represents current knowledge of subject.
●					Science issues presented objectively.
	●				Content has educational value.
		●			Science processes well integrated into package.
				●	Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
		●			The package makes good use of computer time.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.

SA	A	D	SD	NA	
			●		Student creativity is effectively stimulated.
	●				Feedback is effectively employed.
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
		●			Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Package components are durable.
	●				Information displays are effective.
		●			Users can operate easily and independently.
	●				Teachers can employ package easily.
			●		Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 2, Technical Characteristics - 5.

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Dinosaur Days, continued

INSTRUCTIONAL PREREQUISITES:
(INFERRED) The student must be familiar with the names of the dinosaurs presented.

CONTENT AND STRUCTURE: This package contains two disks, an 8-page User's Guide, and 5 classroom activity masters. Each disk includes three sections. A "Learning the Facts" section provides twelve screens per disk of pictures and text on various dinosaurs and their environment. A "Reviewing the Pictures" section allows the student to selectively view any of the screens from the previous section. A "Take a Test" section contains two, ten-question tests per disk on the material presented.

POTENTIAL USES: Individuals or small groups can use this package to learn or review basic facts about dinosaurs.

ESTIMATED STUDENT TIME REQUIRED: 30 to 60 minutes should be adequate.

MAJOR STRENGTHS: The quality of the graphics is good and the documentation is thorough and helpful. The test program (with its feedback) is good, and relieves the teacher of this chore.

MAJOR WEAKNESSES: The program could be replaced by a book in that it really only presents data. To be truly effective it needs to be modified to allow student manipulation of the information in some way.

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Early Learning Series: Volume 1

VERSION: Apple

PRODUCER: Educational Computer Systems Corporation
10818 N.E. Coxley Drive
Vancouver, WA 98662

EVALUATION COMPLETED: May 1985 by the staff and constituents of TIES, Roseville, Minnesota.

COST: $99.95

ABILITY LEVEL: Preschool
SUBJECT: Basic Skills
TOPIC: School Readiness
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II family, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Game

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, teacher's information, resource/reference information, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) Two to four objectives are stated for each activity. The objectives include: learn to read pictures, use pictures as reminders of story events, learn or recall nursery rhymes, arrange illustrations in the order of the story events, practice tactile discrimination, relate pictures and objects pictured, learn to recognize and name simple geometric shapes in outline and filled form, learn to match shapes in outline and filled forms with labels on the computer keyboard, learn to discriminate among geometric shapes in a group or picture, learn to recognize and name colors, copy color patterns from the screen, learn to associate shapes and colors on the screen with the same shapes and colors in other materials, and duplicate pictures on the screen using other materials.

INSTRUCTIONAL PREREQUISITES: (STATED) Children are introduced to the keyboard. It is not assumed that the child knows the alphebet or the keyboard.

CONTENT AND STRUCTURE: This package includes one double-sided disk, a 40-page manual, and a keyboard overlay with self-stick tabs. The program has ten activities. The activities are titled: A. Completing Nursery Rhymes,

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
		●			Users can operate easily and independently.
		●			Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale from 5 (High) to 1 (Low).
Content 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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Early Learning Series, Volume 1, continued

B. Putting Pictures in Order, C. Finding Objects by Feel, D. Learning Geometric Shapes, E. Matching Geometric Shapes, F. Picking Out Geometric Shapes, G. Learning Colors, H. Copying Pictures, I. Trace, Color, Cut, and Paste, and J. Like and Different.

ESTIMATED STUDENT TIME REQUIRED: Varies depending on child's skill level.

POTENTIAL USES: This package is best suited for use by small groups or individual students working with an adult.

MAJOR STRENGTHS: The color graphics are attractive. The program is menu driven. Students need not press return to move to the next screen. The system encourages the user to make a back-up disk and to use it. A variety of concepts are presented.

MAJOR WEAKNESSES: The package cannot be utilized independently by a student. Many supplementary materials must be gathered in order to use the package. This fact discourages and limits its practical use in a school.

OTHER COMMENTS: The term Super Ed disk is confusing; side 1 and 2 or disk 1 and 2 would have better identified the disks.

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English SAT II

VERSION: Apple

PRODUCER: MicroLab (MicroLearn)
559 Roger Williams Avenue
Highland Park, IL 60035

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region X ESC, Richardson, Texas.

COST: $35.00

ABILITY LEVEL: Grades 9 through Postsecondary
SUBJECT: Language Arts
TOPIC: SAT Score Improvement
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II family, single disk drive, monitor. Also available for 128K IBM-PC or IBM-PCjr., and Commodore 64.
REQUIRED SOFTWARE: IBM-PCjr.: BASIC cartridge
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — Pre-test, Post-test. In supplementary materials — Suggested grade/ability level(s), instructional objectives, program operating instructions, teacher's information, resource/reference information.

INSTRUCTIONAL OBJECTIVES: (STATED) To increase students' knowledge of a broad range of root words so they can interpret new words, thereby increasing vocabulary; to increase students' ability to use the new vocabulary derived from the bank of root words in new applications: meanings, opposites, sentence completions, analogies; to increase reading comprehension skills through practice in answering questions about readings on various topics; and to increase students' score on the SAT test by providing practice conditions on a simulated SAT-type test.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Students must have general knowledge of root words and their meanings.

CONTENT AND STRUCTURE: This program is a test of word skills; it also consists of a tutorial mode to help gain a better understanding. It tests the student in general critical skills needed to take the English SAT. It improves interpretive skills and the ability to use root words to define words.

ESTIMATED STUDENT TIME REQUIRED: Several 30 minute sessions are needed to cover all of the material.

POTENTIAL USES: It would be used as a supplement or tutorial. A student preparing for the SAT could find this program very useful.

MAJOR STRENGTHS: The program is easy to use. It gives several definitions of single words thereby strengthening and broadening the learner's vocabulary. The test can be used as both a pre-test and a post-test. The content of the feedback is excellent, detailed, and clear.

MAJOR WEAKNESSES: None stated.

OTHER COMMENTS: The proper place for this program is a resource center.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
●					Content is free of stereotypes.
●					Purpose of package is well defined.
●					Package achieves defined purpose.
●					Content presentation is clear and logical.
●					Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
				●	Student creativity is effectively stimulated.
●					Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
●					Instruction integrates with prior learning.
●					Learning can be generalized.
●					User support materials are comprehensive.
●					User support materials are effective.
●					Information displays are effective.
●					Users can operate easily and independently.
●					Teachers can employ package easily.
●					Computer capabilities are used appropriately.
●					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend use of this package.

Summary: Scale 5 (High) to 1 (Low).
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 4.

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Exploring Sorting Routines

VERSION: 1.1

PRODUCER: MECC
3490 Lexington Avenue North
St. Paul, MN 55112

EVALUATION COMPLETED: May 1985 by the staff and constituents of the Institute for Educational Research, Glenn Ellyn, Illinois.

COST: $36.00

ABILITY LEVEL: Grade 9 through Postsecondary
SUBJECT: Computer Science
TOPIC: Programming
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II family, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction.
INSTRUCTIONAL TECHNIQUES: Tutorial.

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary material — suggested grade/ability level, instructional objectives, sample program output, program operating instructions, teacher's information, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To know what terms such as "ordered list" and "sort" mean; to understand that there are several ways of ordering (sorting) data; to judge the efficiency of several sort methods, based on actual comparisons; and to understand how several simple sort methods operate.

INSTRUCTIONAL PREREQUISITES: (STATED) It is assumed that students will already know the fundamentals of programming and sorting.

CONTENT AND STRUCTURE: This package contains one disk, a back-up disk, and a 37-page Teacher's Guide. Sorting is a common process that is often associated with large amounts of information, such as long lists of names or addresses. The Exploring Sorting Routines package is designed to be used in programming classes as a means of exploring and comparing methods of sorting lists of data. This package has four basic programs designed to aid both teachers and students. The Classroom Demonstrations program uses large-text graphics, enabling the easily-read characters to be displayed on a monitor in front of the classroom. Individual Student Demonstrations allows individuals or small groups to investigate some sorting routines on their own. Sort Comparisons allows students to compare the efficiency of each of the sorting methods. And, Visual Sorting Demonstrations gives students a concrete visual idea of how sorting routines work.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
				●	Content is free of stereotypes.
●					Purpose of package is well defined.
●					Package achieves defined purpose.
	●				Content presentation is clear and logical.
●					Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
				●	Student creativity is effectively stimulated.
				●	Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
●					Instruction integrates with prior learning.
	●				Learning can be generalized.
●					User support materials are comprehensive.
●					User support materials are effective.
●					Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
●					Computer capabilities are used appropriately.
●					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 5.

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Exploring Sorting Routines, continued

ESTIMATED STUDENT TIME REQUIRED: One class period per day for a week.

POTENTIAL USES: This package has great value in an advanced BASIC programming class. It deals with the topic of sorts and presents excellent demos of the most widely used sorting algorithms. It would most effectively be used after the classroom teacher has presented the topic of sorts and wants to expand student understanding of the topic.

MAJOR STRENGTHS: The Classroom Demonstrations portion provides an excellent graphic demonstration of the various sorting algorithms. The user control allows the teacher or students to control the pace of the program, allowing them time to more fully understand the algorithm. The large-text graphics are a real plus! The Individual Student Demos allow individual students or small groups the same capability. This package was well-conceived and effectively executed!

MAJOR WEAKNESSES: The screen display is difficult to read when it is filled with text. The Individual Student Sorts had too much information on the screen and moves too fast.

OTHER COMMENTS: Students must have previous knowledge of prerequisite skills such as variable exchange comparisons, arrays and looping.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Fay: That Math Woman

VERSION: Apple

PRODUCER: Didatech Software
549-810 W Broadway
Vancouver, BC V5Z 4C9
Canada

EVALUATION COMPLETED: May 1985 by the staff and constituents of Multnomah County ESD and the Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $29.95

ABILITY LEVEL: Grades 1 through 4
SUBJECT: Mathematics
TOPIC: Arithmetic
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 36K Apple II family, single disk drive, monitor (color preferred). Also available for Commodore 64.
BACK UP POLICY: $10.00. Replacement free if fails to boot.
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, and enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, game

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) This package is intended to achieve the following: aid students in improving the speed and accuracy with which they recall basic arithmetic facts to 19; reinforce the addition, subtraction, multiplication and division algorithms at the pictorial and abstract levels; reinforce the use of the number line in solving arithmetic equations; reinforce the concept of division as the inverse of multiplication on the number line; reinforce the concept of subtraction as the inverse of addition on the number line; reinforce the concept of multiplication in terms of "groups of equal numbers"; reinforce the concepts of "greater than" and "less than" on the number line; provide a non-violent game by which to practice arithmetic skills; and show a woman competent at mathematics, thereby breaking down societal stereotypes.

INSTRUCTIONAL PREREQUISITES: Students should possess the following skills for successful use of this package: basic number recognition to 99; a knowledge of the addition, subtraction, multiplication and division algorithms; a working knowledge of the number line; an understanding of concepts "greater than" and "less than"; recognition of the symbols for addition, subtraction, multiplication, and division.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
	●				Content is free of stereotypes.
●					Purpose of package is well defined.
●					Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
●					Graphics/sound/color are used appropriately.
●					Use of package is motivational.
	●				Student creativity is effectively stimulated.
●					Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
●					Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend this package.

Summary: Scale 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Fay: That Math Woman, continued

CONTENT AND STRUCTURE: This package contains one disk, a 4-page User's Guide, and a 3-page Addendum to Instructions. This package is intended to be a complement to an arithmetic lesson and uses the number line as the basis for instruction. The abstract math equation is tied to the visual level by having Fay, who is an eye catching combination of blue, orange, and purple, move briskly along the lines to the student's answer. Fay walks during the addition and subtraction levels and during the multiplication and division levels she makes a series of jumps to the student's response. This clarifies the concept that multiplication and division are groups of equal numbers. Two other important concepts are reinforced by Fay: the idea of greater than and less than, and the idea that division is the inverse of multiplication. Each tutorial level has fifteen number lines and Fay progresses upwards on her elevator every time the answer is correct. Incorrect responses make her wave her arms in frustration after which she demonstrates the correct answer. All the questions are randomly generated with answers less than nineteen. There are two game levels in Fay: That Math Woman which give the opportunity for students to increase their proficiency and score points. The first game level only uses addition and subtraction. The second game uses all four operations. In both games time is vital and soon a row of "random numbers" appears which dance up and down on the number line. These numbers are after Fay. Can Fay stay ahead of the advancing "random numbers"? Only the student can save her from being "randomized" by putting in the correct answers. Fay: That Math Woman is a non-violent program that employs a woman who is good at math and is intended as an enrichment activity to motivate students to increase their skill at arithmetic.

ESTIMATED STUDENT TIME REQUIRED: 10-15 minutes every two days.

POTENTIAL USES: This package is good for use with individual students for practice with basic math facts and to reinforce the use of the number line. Since the program maintains a record of the high score, students can compete for improved scores.

MAJOR STRENGTHS: Fay moving along the number line, is an excellent visual reinforcement of the concepts of addition, subtraction, multiplication and division. The graphics are motivating and encourage students to try again. An incorrect response is graphically displayed and easier to correct.

MAJOR WEAKNESSES: While there are levels of complexity, the pacing at each level is determined by the program. There is no way to slow down or speed up the pacing. The range of problems is limited for multiplication and division. Products and dividends cannot be greater than 18. There is no way to reset the high score and high scores are not given credit.

OTHER COMMENTS: The sound can be turned on and off.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Foreign Language Series: Latin

VERSION: Apple

PRODUCER: Island Software
Box 300
Lake Grove, NY 11775

EVALUATION COMPLETED: July 1985 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania, and Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $80.00 for set of 4 programs (including Spanish, French, Italian and Latin).

ABILITY LEVEL: Grades 7 through 12
SUBJECT: Languages
TOPIC: Latin
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II+ or IIe, single disk drive, monitor. Also available for PET and Commodore 64.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, program operating instructions, teacher's information, resource/reference information.

INSTRUCTIONAL OBJECTIVES: (STATED) To provide an effective vocabulary drill for students learning Latin.

INSTRUCTIONAL PREREQUISITES: (INFERRED) A basic Latin vocabulary is needed.

CONTENT AND STRUCTURE: This package contains one diskette, a 4-page User's Guide, and a 5-page vocabulary list. These vocabulary drills feature oversize letters to aid in recall and to facilitate classroom use. The student chooses whether to respond in English or the foreign language. If the student chooses English, the program types out the word in the foreign language with the correct diacritical marks and the student types in the English translation. If the student is to respond in the foreign language he/she must type in the correct accent marks (Cedilla, Acute, Grave, etc.). These special accent marks are obtained by typing a numeric key. At the end of a session, all the words which had been missed are shown in reverse field. The teacher guides list all the words that are used randomly in these drills. Program 1 in each series

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
				●	Instruction integrates with prior learning.
				●	Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 3.

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Foreign Language Series - Latin, continued

has approximately 200 nouns grouped in convenient topic areas. Program 2 has approximately 175 verbs grouped according to ending types. Program 3 has approximately 75 numbers, colors, months and other useful words. Program 4 is specially designed so that the teacher can develop drill programs which correspond to the class lessons. The teacher does not need to have computer programming experience since the program guides the teacher step-by-step. The teacher may customize any vocabulary list and save it for future use.

ESTIMATED STUDENT TIME REQUIRED: Fifteen minutes per day for a few weeks.

POTENTIAL USES: The program could be used as drill and practice for Latin I students needing reinforcement in vocabulary.

MAJOR STRENGTHS: The option for teachers to generate vocabulary lists.

MAJOR WEAKNESSES: Basically, this program is an electronic textbook.

OTHER COMMENTS: The fact that the teacher can generate vocabulary lists is a plus!

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Fraction Fun with Fraction Man, Level 1

VERSION: Apple

PRODUCER: EduLink Corporation
Creative Learning Systems
P.O. Box 206
Southfield, MI 48037

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region X ESC, Richardson, Texas.

COST: Unknown

ABILITY LEVEL: Grades 4 through 6
SUBJECT: Mathematics
TOPIC: Arithmetic, Fractions
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — Pre-test, post-test, student's instructions. In supplementary materials — Suggested grade/ability level(s), program operating instructions, teacher's information, student worksheets, textbook correlation.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To enhance and reinforce the learning of basic fractions concepts.

INSTRUCTIONAL PREREQUISITES: (INFERRED) It is necessary to have a basic understanding or a general knowledge of fractions.

CONTENT AND STRUCTURE: The microcomputer program Fraction Fun is part of an interrelated three component system designed to enhance and reinforce the learning of basic fraction concepts at home and in school. The overall program consists of three diskettes, a videocassette program and a 60-page Enrichment Workbook. Fraction Fun Level I introduces the basic operations of fractions with "like" denominators. It has within it five lessons. Each lesson has an Instruction and Practice and a Test Yourself section.

ESTIMATED STUDENT TIME REQUIRED: 10-20 minutes per lesson.

POTENTIAL USES: This package could be used as a supplement to standard fraction instruction for individual students.

MAJOR STRENGTHS: The package includes well-balanced questions; it is carefully put together. It is easy to use. The learner controls the pace of the presentation. The reward provides incentive for doing the lessons and for correct responses.

MAJOR WEAKNESSES: There is a lot of text and it is all in upper case letters. The student is a passive observer during a lengthy reward sequence. Although the positive feedback is encouraging, it slows down the pace and could be presented after completed fractions instead of after each number. No student recordkeeping feature is incorporated in the program.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
●					Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 2, Technical Characteristics - 3.

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Greek Mythology

VERSION: Apple

PRODUCER: TYC Software
2128 W. Jefferson Road
Pittsford, NY 14534

EVALUATION COMPLETED: July 1985 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania, and Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $39.95

ABILITY LEVEL: Grades 6 through 12
SUBJECT: Social Studies, Language Arts
TOPIC: History, Literature
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, IIe or IIc, single disk drive, monitor (color preferred).
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In supplementary materials — suggested grade/ability level(s), instructional objectives, program operating instructions, post-test, teacher's information, resource/reference information, textbook correlation, follow-up activities.

INSTRUCTIONAL OBJECTIVES: To introduce high school students to the Olympian gods of the golden age of Greek history. To be able to identify: the family tree of the Olympian gods, the characteristics and legends which identify each god, the relationships among gods, the influence of Greek mythology in literature and art.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains two disks, and a 10-page User's Guide which includes answer keys and written tests. This tutorial relates the most commonly told legends of the gods of Mt. Olympus and looks at the influence of Greek mythology on art and literature. Graphics and animation highlight the text material. Each disk also contains a graded test and review options. The user manual includes suggestions for additional activities. This is a Lesson-Tutorgraph (tm) for junior high to adults.

ESTIMATED STUDENT TIME REQUIRED: For one disk, 25 minutes are needed. More time will be needed if students take the written test provided in the manual.

POTENTIAL USES: This can be used to supplement or review lessons in Greek mythology. The stated objectives would not be met over the long term if this program were the only material used to teach the objectives.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
●					Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
		●			Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
		●			Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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Greek Mythology, continued

MAJOR STRENGTHS: This program makes good use of graphics and color. The reinforcement is motivating and immediate. It provides some branching and assessment tests at the end and suggests pictures for review of incorrect responses. Different questions are asked on the same topic throughout the package so that students can't memorize answers.

MAJOR WEAKNESSES: Some screens contain too much information to store in short term memory. Long term memory could be better aided by reading the myths themselves. No sound is included. No file system is provided.

OTHER COMMENTS: The program is still an electronic textbook.

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Learning About Numbers

VERSION: Apple

PRODUCER: C and C Software
5713 Kentford Circle
Wichita, KS 67220

EVALUATION COMPLETED: May 1985 by the staff and constituents of TIES, Roseville, Minnesota.

COST: $40.00

ABILITY LEVEL: Preschool through Grade 4
SUBJECT: Mathematics
TOPIC: Arithmetic, Telling Time
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II Family, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Instructional management, tutorial, game

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, program operating instructions, teacher's information, resource/reference information.

INSTRUCTIONAL OBJECTIVES: (STATED)
"Let's Count" — At skill levels 1-5, this program provides practice and reinforcement for basic counting skills. The objective for levels 6-9 is to introduce the concept of addition. "Let's Tell Time" — This program provides practice and reinforcement for a child's skill at telling time. "Arithmetic Fun" — This program gives children who understand the meaning of arithmetic operations (either addition/subtraction or multiplication/division) an opportunity to practice and become familiar with those operations.

INSTRUCTIONAL PREREQUISITES: (STATED)
"Let's Count" — To begin to use this program, children need to be able to "count" up to 3, in the sense of reciting a sequence of numbers, and need to have a basic understanding of the relationship between those numbers and the group of objects counted. "Let's Tell Time" — Children should already have some understanding of how to tell time at the level at which they will be working before they use this program independently. The demonstration mode can be used by a parent or teacher to introduce the necessary skills. "Arithmetic Fun" — Children should understand the arithmetic operations they will be using well enough to figure out the answers to simple problems on their own before they start to use this program. Those who do not yet understand simple addition should first use "Let's Count" at the higher skill levels.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
●					Difficulty level is appropriate to audience.
●					Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
●					Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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Learning About Numbers, continued

CONTENT AND STRUCTURE: The package contains one disk, a 19-page manual, and a sheet of keyboard labels (for locating frequently used keys). The program includes three separate activities and a teacher management section. "Let's Count" gives children practice at counting a variety of objects that they can easily identify. Reinforcement is provided by a delightful happy face that smiles and winks at the child; the face changes each time, so the child never knows quite what to expect. "Let's Tell Time" displays a conventional clock and a digital watch together on the screen. The program provides a demonstration of the two clocks changing time together to help children learn to tell time. The child may watch this demonstration as long as he or she chooses. When the child ends the demonstration, he or she is given control of the hands of the conventional clock and is asked to set the clock to match the time given on the watch. Children receive pleasant sounds for reinforcement of correct answers; children who respond incorrectly are given additional information and an opportunity to try again. "Arithmetic Fun" uses an entertaining graphics "story" on the screen to provide motivation and reinforcement for carefully controlled practice with arithmetic facts. The child chooses to "help" either the wicked troll, or the brave hero or heroine in the story.

ESTIMATED STUDENT TIME REQUIRED: One game would take about 10 minutes.

POTENTIAL USES: This package could be used for drill and practice of concepts taught, or as review. The management feature tracks student progress.

MAJOR STRENGTHS: The management feature allows the sound to be turned off or modified. The teacher can add a class roster and set skill level for each student for each of four games. The graphics are attractive and motivational. The ability to modify skill levels allows use of the package with a wider range of students.

MAJOR WEAKNESSES: The packaging is poor; it does not withstand handling. The prisoner in the dungeon is carried off by the hair when the student answers several questions incorrectly. This may disturb some students, while others may prefer to see the prisoner dragged off, rather than rescued.

OTHER COMMENTS: The package is motivational, uses attractive colors and pleasant screen formats. The directions are good and the management system is easy to use.

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Letters and First Words

VERSION: Apple

PRODUCER: C and C Software
5713 Kentford Circle
Wichita, KS 67220

EVALUATION COMPLETED: May 1985 by the staff and constituents of TIES, Roseville, Minnesota

COST: $50.00

ABILITY LEVEL: Preschool through grade 2
SUBJECT: Language Arts
TOPIC: School Readiness, Spelling
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II family, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation, standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Instructional management, tutorial

DOCUMENTATION AVAILABLE: In program — program operating instructions, teacher's information, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, program operating instructions, teacher's information, resource/reference information.

INSTRUCTIONAL OBJECTIVES: (STATED)
"A-B-C" — to introduce and reinforce basic letter recognition; "Letter Sounds" — to help associate a letter and its sound at various positions in a word; "Building Words" — to show how letters and sounds work together to form simple words.

INSTRUCTIONAL PREREQUISITES: (STATED)
"A-B-C" — The student must be able to match the shape of a target letter with a corresponding letter in a group. "Letter Sounds" — The student must be able to focus attention on a target position within the word and recognize the sound that is in that position. "Building Words" — The student must be able to identify sounds associated with each letter.

CONTENT AND STRUCTURE: The package contains one diskette, a 22-page manual and a sheet of keyboard labels (for locating frequently used keys). The program features three separate activities and a teacher management section. LETTERS AND FIRST WORDS provides a logical progression of three activities to introduce and reinforce some of the basic language skills. A-B-C uses animated graphics displays, one for each letter, to introduce and reinforce letter recognition skills. Children are shown a letter, along with its associated picture, and asked to select the matching letter from among four

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
		●			Student creativity is effectively stimulated.
				●	Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
		●			Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
●					Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 4.

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Letters and First Words, continued

choices. LETTER SOUNDS displays a letter at the top of the screen, accompanied by pictures of several words beginning with that letter and its sound. Below, three more pictures appear. The child selects the picture that starts with the same sound as those above. In BUILDING WORDS pictures representing simple three-letter words help children learn how letters work together to form those words. Children just beginning to use BUILDING WORDS are asked to select from among several words the one which matches the picture.

ESTIMATED STUDENT TIME REQUIRED: Approximately ten minutes per session

POTENTIAL USES: This package could best be used as an individual student activity. The management feature allows teachers to view students' scores on each of three games.

MAJOR STRENGTHS: The management options are versatile. The teacher can modify or eliminate sounds, create a class roster, turn the management feature on or off, check scores, and set skill levels for each of three games. The screens are attractive with colorful and easily identifiable graphics. The concepts presented are simple. Arrow keys are used consistently to play the games.

MAJOR WEAKNESSES: The format of the games was similar, which may be interpreted as a weakness by some, since the child may become bored more quickly.

OTHER COMMENTS: The ability to establish skill levels broadens the range of ages able to use the program. However, the repetition of the activity may bore the child. The packaging is poor.

The producer states that the program is now packaged differently.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Mathematics Life Skills, Volume 1: Money Manager

VERSION: Apple

PRODUCER: Computer Age Education, Inc.
Box 6227
Washington, D.C. 20015

EVALUATION COMPLETED: May 1985 by the staff and constituents of East Central Network for Curriculum Coordination, Springfield, Illinois.

COST: $29.95, complete series $79.95

ABILITY LEVEL: Grades 5 through 12
SUBJECT: Mathematics
TOPIC: Consumer Education, Life Skills
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACK UP POLICY: Free replacement up to 6 months, after 6 months $19.95.
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Tutorial

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary material — suggested grade/ability level, instructional objectives, sample program output, program operating instructions, pre-test, teacher's information, resource/reference information, student's instructions, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To develop personal financial planning skills.

CONTENT AND STRUCTURE: This package consists of one diskette, a Teacher's Guide, and a User's Guide. Money Manager is the first volume in Computer Age Education's Mathematics Life Skills Series. It can be used in an inductive or deductive manner to instruct students about personal money matters. Its scoring system challenges the student to make decisions based on sound principles of financial management. Because each simulation experience is unique the student can benefit from repeated use of Money Manager. The Money Manager simulation can be used by students with no prior computer experience. No preliminary instruction by the teacher is necessary since complete instructions are available on the disk as well as in the user's guide. No prior skills are required. Money Manager allows the user a degree of control over events that approximate real life. It places a high priority on skills such as budgeting, comparison shopping, and judicious management of cash, checking and savings accounts. It also produces random and unexpected events for which the user can prepare, but cannot control. In Money Manager, a single keypress is all that is required to carry out the user's decisions. Feedback is

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
		●			Purpose of package is well defined.
		●			Package achieves defined purpose.
		●			Content presentation is clear and logical.
		●			Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
●					Instruction integrates with prior learning.
●					Learning can be generalized.
●					User support materials are comprehensive.
●					User support materials are effective.
●					Information displays are effective.
●					Users can operate easily and independently.
●					Teachers can employ package easily.
●					Computer capabilities are used appropriately.
		●			Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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Mathematics Life Skills, Volume 1: Money Manager, continued

continuous and performance is measured through the finance score which is tabulated at the end of each simulated week, as well as at the end of the simulation.

ESTIMATED STUDENT TIME REQUIRED: Thirty minutes per simulation.

POTENTIAL USES: Money Manager can be used as part of regular classroom instruction, as review or remediation, or as a component of a math lab or media center. It is appropriate for use in upper elementary school, junior or senior high school, or adult education. In the classroom, Money Manager can be used by 1 or 2 students at a time. It can be used to demonstrate family finances and budgeting management.

MAJOR STRENGTHS: The package is easy to use and has practical application.

MAJOR WEAKNESSES: When new functions are selected (e.g., transfer or deposit), the user does not return to the same screen after the transaction. For example, if an item is chosen and then the user decides to transfer from savings to checking, afterward the user should be returned to the store.

OTHER COMMENTS: The package does give the students an idea of expenses a family will have and whether or not to insure the purchases. It could maintain the interest of junior high students, but probably would not keep the interest of high school students.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Mathematics Word Problems – Grade 1

VERSION: Apple

PRODUCER: Intellectual Software
798 N. Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $24.95

ABILITY LEVEL: Grade 1
SUBJECT: Mathematics
TOPIC: Arithmetic, Problem Solving
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+, or IIe, single disk drive, monitor, printer optional.
INSTRUCTIONAL PURPOSE: Remediation.
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, problem solving.

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary material — suggested grade/ability level, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach students how to solve mathematical word problems.

CONTENT AND STRUCTURE: This package contains one disk and a 10-page manual. There are ten modules in this program. Word problems reflect the level of the module, beginning with numbers 1, 2, 3 and moving up to 10's. At the end of each module, a score is provided. If a low score occurs, problems are reviewed.

ESTIMATED STUDENT TIME REQUIRED: Ten minutes per module.

POTENTIAL USES: This package has very little potential for use.

MAJOR STRENGTHS: There are occasional nice graphics. The record-keeping feature is adequate. Students can return to the program at the point where they left off.

MAJOR WEAKNESSES: The reading level is too high. The screen layout and handling are very poor as parts of words accidently disappear, prompts are inconsistently used and often hard to locate. Parts of previous problems are often left on the screen while new problems are presented. Graphics and animation are not used effectively in conjunction with the text, which causes confusion and frustration. There are some spelling mistakes. In at least one instance, the program itself is "confused" as to what problem is being worked on.

OTHER COMMENTS: The software is poorly planned and programmed. The programmer does not know first grade students.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
		●			Content is free of stereotypes.
		●			Purpose of package is well defined.
			●		Package achieves defined purpose.
			●		Content presentation is clear and logical.
		●			Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
			●		Use of package is motivational.
		●			Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
		●			Learning can be generalized.
			●		User support materials are comprehensive.
		●			User support materials are effective.
			●		Information displays are effective.
			●		Users can operate easily and independently.
		●			Teachers can employ package easily.
			●		Computer capabilities are used appropriately.
		●			Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would not use or recommend use of this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 2, Instructional Characteristics - 1, Technical Characteristics - 1.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Mind Benders A1, A2, and A3

VERSION: Apple

PRODUCER: Midwest Publications
PO Box 448
Pacific Grove, CA 93950

EVALUATION COMPLETED: May 1985 by the staff and constituents of the Institute for Educational Research, Glenn Ellyn, Illinois.

COST: $39.95 each

ABILITY LEVEL: Grades 3 through 12
SUBJECT: Language Arts and Mathematics
TOPIC: Logic, Thinking Skills, Problem Solving
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II+, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Problem solving.

DOCUMENTATION AVAILABLE: In program — program operating instructions. In supplementary material — suggested grade/ability level, instructional objectives, program operating instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To sharpen the deductive thinking skills for better reading comprehension, math, science, writing and test-taking skills.

CONTENT AND STRUCTURE: Each package contains one diskette and a 3-page User's Guide. A problem is stated and then followed by the necessary clues for that problem's solution. The user has complete control of the pace of the program as well as the direction he or she wishes to go within the program's components. A list of options is present in each frame of the program. The user records relationships or solutions on a chart grid which may be revised at any time. Upon completion of the problem, the responses marked on the chart grid are checked for correctness by the computer and the user is informed of the correct or incorrect solution. Mind Benders books ($4.75) and duplication masters ($9.95) are also available.

ESTIMATED STUDENT TIME REQUIRED: A few 15 minute periods of use.

POTENTIAL USES: The program can best be used as enrichment for problem solving skills, and can be used individually or with small groups. It does require that the teacher present the program to the class with complete details concerning use, or that one student learn to use the package and then explain it to others.

MAJOR STRENGTHS: The program presents a very effective means of solving a problem using deductive thinking skills. It is challenging to students who are interested in this type of activity.

MAJOR WEAKNESSES: Directions are very poorly stated. The method of putting in a student's solution is time-consuming and cumbersome. If a more efficient input routine were used, the program would be greatly improved. No guidance or feedback is provided, making it very difficult for students who are trying to learn this skill. Practice for skilled users may not require feedback, but a scorekeeping system would be motivational for all students.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
		●			Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
				●	Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
	●				Learning can be generalized.
		●			User support materials are comprehensive.
		●			User support materials are effective.
		●			Information displays are effective.
			●		Users can operate easily and independently.
		●			Teachers can employ package easily.
			●		Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 3, Technical Characteristics - 2.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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The criteria used for this evaluation have been customized to accommodate SCIENCE courseware.

Modern Biology Study Disk

VERSION: Apple

PRODUCER: Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

EVALUATION COMPLETED: July 1985 by the staff and constituents of Jefferson County Schools, Lakewood, Colorado.

COST: $99.00

ABILITY LEVEL: Grades 7 through 12
SUBJECT: Sciences
TOPIC: Biology
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II+, IIe or IIc, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Drill and practice, game
OTHER FEATURES: None identified

SCIENCE PROCESSES INVOLVED: Acquiring information

DOCUMENTATION AVAILABLE: In program — pre-test, post-test. In supplementary materials — teacher's information, student's instructions, textbook correlation.

INSTRUCTIONAL OBJECTIVES: (INFERRED)
To reinforce the material covered in the textbook entitled Modern Biology published by Holt, Rinehart and Winston.

INSTRUCTIONAL PREREQUISITES: (STATED)
The student must have read the chapter in the textbook which corresponds to the selected activity.

continued on back →→

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content represents current knowledge of subject.
	●				Science issues presented objectively.
	●				Content has educational value.
		●			Science processes well integrated into package.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
		●			Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
		●			The package makes good use of computer time.
		●			Graphics/sound/color are used appropriately.
		●			Use of package is motivational.

SA	A	D	SD	NA	
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
		●			Learning can be generalized.
		●			User support materials are comprehensive.
		●			User support materials are effective.
	●				Package components are durable.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
		●			Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would not use or recommend this package.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 1, Technical Characteristics - 2.

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Modern Biology Study Disk, continued

CONTENT AND STRUCTURE: This package contains a 4-page User's Guide, three disks and three backup disks. The disks contain approximately 1,000 questions written specifically for Modern Biology. The program provides additional practice to increase retention skills, and to develop concepts. It also provides students with critical simulated test-taking experiences. Students select those textbook pages or chapters on which they want to focus. Students select the type of exercises they want, including: drill, test, quiz game with one player, quiz game with two players alternating or racing. Students are provided with reference to the textbook when they choose incorrect answers. Students select the number and variety of questions: true/false, multiple choice, or fill-ins and the time limit for test-taking.

POTENTIAL USES: This package would be useful as a review for individual students.

ESTIMATED STUDENT TIME REQUIRED: A few minutes to hours.

MAJOR STRENGTHS: None observed.

MAJOR WEAKNESSES: This is an electronic worksheet which is not motivational or creative. It's a poor use of computer capabilities.

OTHER COMMENTS: The emphasis is on vocabulary.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Payroll System: A Business Simulation

VERSION: 1.0

PRODUCER: MECC
3490 Lexington Avenue, North
St. Paul, MN 55112

EVALUATION COMPLETED: May 1985 by the staff and constituents of the Institute for Educational Research, Glenn Ellyn, Illinois.

COST: $49.00

ABILITY LEVEL: Grade 9 through Postsecondary
SUBJECT: Business Education
TOPIC: Accounting
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, two disk drives, monitor and printer.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACKUP POLICY: Backup disk included.
PREVIEW POLICY: Thirty days
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Simulation, information retrieval

DOCUMENTATION AVAILABLE: In supplementary material — suggested grade/ability level, instructional objectives, sample program output, program operating instructions, student worksheets, and teacher activities.

INSTRUCTIONAL OBJECTIVES: (STATED)
After using this courseware, the student should be: familiar with the basic principles of processing payroll; proficient in the use of a computer-based payroll system by setting up files and processing the payroll for the hypothetical siutations presented in the application or evaluation material; familiar with three types of standard deductions: FICA, Federal Income Tax, and State Income Tax; familiar with a variety of optional deductions and three ways in which these deductions are withheld; able to categorize income types and use different methods for processing them; familiar with automated payroll programs that print documents: payroll checks, payroll registers, quarterly reports, W-2 forms and end of year reports; and familiar with maintenance tasks and procedures of an electronic payroll system.

INSTRUCTIONAL PREREQUISITES: Eleventh or twelfth grade reading level.

CONTENT AND STRUCTURE: This package contains one disk, a backup disk and a 71-page Support Manual. Payroll System provides a set of information processing programs which simulate computer-based payroll systems. Using this program and the support materials, students gain

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
				●	Content is free of stereotypes.
●					Purpose of package is well defined.
●					Package achieves defined purpose.
●					Content presentation is clear and logical.
●					Difficulty level is appropriate to audience.
				●	Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
				●	Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
●					Instruction integrates with prior learning.
	●				Learning can be generalized.
●					User support materials are comprehensive.
●					User support materials are effective.
●					Information displays are effective.
	●				Users can operate easily and independently.
●					Teachers can employ package easily.
●					Computer capabilities are used appropriately.
●					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would highly recommend this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 5, Instructional Characteristics - 5, Technical Characteristics - 5.

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Payroll System: A Business Simulation, continued

experience in creating data files and processing payrolls. The program allows students to print checks, quarterly reports, end of the year reports, and W-2 forms. A short Application Problem is included in the manual. Tax tables are easy to update. Peripheral equipment required includes two disk drives and an 80-column printer.

ESTIMATED STUDENT TIME REQUIRED: This program could easily require a period of 3-4 weeks of 40-minute daily periods to have students realize all learning objectives.

POTENTIAL USES: This package could be used as a springboard for classroom instruction, a culminating activity, or a test to evaluate students' understanding of the material.

MAJOR STRENGTHS: The program is easy to understand. It is motivational because it is based on realistic situations. The student controls the pace and the material is self-explanatory. Data entry is facilitated through use of dashes, slashes and decimal points. The opportunity to change input is afforded. The documentation is comprehensive and clear. Student worksheets help to guide students' work.

MAJOR WEAKNESSES: Double disk drives are required.

OTHER COMMENTS: This program is well-researched, free of computer bugs, thorough and user friendly. It is most appropriate for juniors and seniors in high-school. It truly uses the unique capabilities of the microcomputer as an instructional delivery system, and provides an excellent experience for students wishing to enter the work world! Business education courses dealing with setting up payroll systems will find this simulation an outstanding instructional approach to the topic. Other auxiliary objectives relating to using the computer as a productivity tool will also be achieved.

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Poker Listo

VERSION: Apple, Copyright 1983

PRODUCER: Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

EVALUATION COMPLETED: February 1985 by the staff and constituents of the University of Iowa, Iowa City, Iowa.

COST: $39.95

ABILITY LEVEL: Grade 7 through Postsecondary
SUBJECT: Languages
TOPIC: Spanish
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II+ or IIe, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACK UP POLICY: Backup disk available for $9.95 plus $1.95 for shipping.
PREVIEW POLICY: Thirty-day school preview (payment due 30 days after invoice date).
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, game.

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary material — instructional objectives, teacher's information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach and review various aspects of Spanish grammar and culture.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction on the English meanings of Spanish words and proper Spanish grammar.

CONTENT AND STRUCTURE: POKER LISTO contains one disk, a one-page operating manual, a teacher's information sheet, and a 14-page list of questions and answers. The disk contains a game that is similar to 7-card draw poker. The 7 cards are drawn randomly from 14 topics, and each "card" contains a multiple-choice question. The student is shown a "hand" and has the opportunity to discard either 1 or 2 "cards" or none at all. The student may also select which "card(s)" to discard. Once the hand begins, the student is offered the option of an easy (5-point) or a hard (8-point) question for each card. The student is shown a multiple choice question and asked to respond by typing a number from 1 to 4. If the answer is correct, a congratulatory word and the number of points won appears. If the answer is incorrect, the word "Incorrecta" appears along with the correct response. At the end of the hand, the student may select to start with another hand (and a new score) or to end the program. If the student selects to end the program, the message "Hasta Luego!" appears.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
		●			Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
		●			Learning can be generalized.
●					User support materials are comprehensive.
●					User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 2, Technical Characteristics - 3.

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Poker Listo, continued

ESTIMATED STUDENT TIME REQUIRED: 5 to 10 minute periods per game. Students could repeat 10 to 15 times before all questions are encountered.

POTENTIAL USES: The package could be used by individuals or small groups to review previously learned material. It is best suited to advanced students.

MAJOR STRENGTHS: A broad range of materials is covered, making it useful for in-depth review. The documentation includes a useful listing of all questions and answers.

MAJOR WEAKNESSES: The program is limited because of the hodgepodge of questions, e.g., the grammar is not organized by topic. The cultural questions become isolated bits of trivia. Leaving accents and the tildes out is bad practice for use with students at any level.

OTHER COMMENTS: The basic format is good, but would be better if the material was organized into topics.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Practical Algebra: Algebra Word Problems

VERSION: Apple 1984

PRODUCER: Intellectual Software
798 North Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $49.95 each,
(5 disk series - $195.00)

ABILITY LEVEL: Grades 9 through 12
SUBJECT: Mathematics
TOPIC: Algebra
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+, or IIe, single disk drive, monitor, (printer optional with management system)
INSTRUCTIONAL PURPOSE: Remediation.
INSTRUCTIONAL TECHNIQUES: Instructional management, drill and practice, tutorial, information retrieval, game.

DOCUMENTATION AVAILABLE: In program — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information, student's instructions In supplementary material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) This series was designed to serve as an introduction or a review of algebra for high school students. After completing this program the student will be familiar with: signs of equality and inequality, sets and subsets, number lines, manipulating sets and number lines, order of operations, factors, coefficients, exponents, negative numbers, the four arithematic operations, factoring, reducing, rational and irrational numbers, powers, roots, algebraic expressions, equalities and inequalities, solving equations with one unknown, solving equations with two unknowns, solving quadratic equations, and a step-by-step process for solving algebra word problems.

CONTENT AND STRUCTURE: This package contains one disk and a 10-page manual.

ESTIMATED STUDENT TIME REQUIRED: A maximum of 20 minutes per unit.

POTENTIAL USES: Used by one student at a time. The student would have to have learned these skills elsewhere and just use this for practice.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
		●			Purpose of package is well defined.
		●			Package achieves defined purpose.
		●			Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
			●		Graphics/sound/color are used appropriately.
			●		Use of package is motivational.
			●		Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
		●			Learning can be generalized.
			●		User support materials are comprehensive.
			●		User support materials are effective.
		●			Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
			●		Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 1, Technical Characteristics - 2.

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Practical Algebra: Word Problems, continued

MAJOR STRENGTHS: Problems are presented in steps and students are asked to determine which steps are approporiate or which operations are to be used. Students may select difficulty of problems. The record-keeping feature is adequate.

MAJOR WEAKNESSES: The program is slow in accepting keystrokes. Responses to correct inputs sound as if the inputs were incorrect. Many explanations were hard to read; there was too much on the screen and the wording was poor. There was no consistency to the manner in which correctness of response was indicated to the user. In reviewing, the user can be taken into the middle of the problem and be asked to give an equation to solve the problem without seeing the beginning steps leading up to that point in the problem. Some options in multiple choice refer to equations which aren't on the screen. For some units, only two problems are given.

OTHER COMMENTS: There is not enough teaching being done to use this package as an introduction to solving word problems. Graphics should be used with these problems. An important part of teaching word problem solutions is to diagram what is happening.

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(503) 248-6800

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Practical Geometry Series: Triangles

VERSION: Apple

PRODUCER: Intellectual Software
798 N Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $35.00; entire series of five packages is available for $195.00.

ABILITY LEVEL: Grades 9 through 12
SUBJECT: Mathematics
TOPIC: Geometry
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+, or IIe, single disk drive, monitor, (printer optional).
INSTRUCTIONAL PURPOSE: Standard instruction.
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial.

DOCUMENTATION AVAILABLE: In program — student's instructions In supplementary material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) To review geometry (triangles) for high school and college students.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains one disk, an 11-page Practical Geometry Series Manual and a 3-page Management System Manual. TRIANGLES is the second in a series of five packages. Other titles in the series include: Lines and Angles, Circles, Quadrilaterials, Polygons and Solid Geometry, and Theorems and Proofs of Theorems. TRIANGLES contains tutorials and drills on areas of triangles, on congruent triangles, right, isosceles and equilateral triangles, Pythagorean theorem, special right triangles, angles within and outside triangles.

ESTIMATED STUDENT TIME REQUIRED: Approximately 15 minutes per unit.

POTENTIAL USES: The program could be used by individual students. The student needs to learn these skills elsewhere and use this program for review.

MAJOR STRENGTHS: Students may select the difficulty of problems. The record-keeping feature is adequate.

MAJOR WEAKNESSES: The multiple choice is confusing. Sometimes choices are A, B, C, and the correct answers might be A, B, C. In the same quiz, choices change from A, B, C, to I, II, III where you must type in 3 III's for choice III. Sometimes, what the choices refer to is confusing; is it in the picture or in the description? Many dull questions are trivial and certainly not motivational. S.A.S. and A.S.A. are explained but other important terms such as "corresponding parts" are not.

OTHER COMMENTS: The more difficult problems are not done step-by-step. If a student is to learn from this package, the problems should be presented in a step-by-step fashion. A student needs pencil and paper to do all the work and then type in only the final answer. Many explanations could be presented more clearly; they are given in run-on sentences. They could be laid out on the screen so they are easier to read.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
			●		Use of package is motivational.
			●		Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
		●			Learning can be generalized.
			●		User support materials are comprehensive.
			●		User support materials are effective.
		●			Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
		●			Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would not use or recommend this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 2.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Preschool Activities for Learning

VERSION: Apple

PRODUCER: Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

EVALUATION COMPLETED: July 1985 by the staff and constituents of TIES, Roseville, Minnesota, and the Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $65.00

ABILITY LEVEL: Kindergarten through Grade 1.
SUBJECT: Reading, Mathematics
TOPIC: School Readiness
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II family, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Game

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, teacher's information, resource/reference information, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) Each of the 4 programs has 5 or 6 stated objectives. These include: visual and auditory discrimination, reading and math readiness, left to right orientation, keyboard familiarity, introduction to letters, numbers and symbols, computer skills, alphabet memorization, letter/name association, correspondence of sets, introduction of numbers 1 to 10, correlation of number to amount, phonics skills, and vocabulary building.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains two disks, a 15-page manual, and 15 worksheet masters. The package has 4 different activities: 1) COPYCATS teaches keyboard familiarity at four difficulty levels; 2) ABC FOR THE MICRO AND ME teaches the alphabet using the "Alphabet Song" and a game; 3) FIRST NUMBERS teaches the concepts of amount, number labels and set correspondence in four different exercises; and 4) FIRST WORDS teaches letters, sounds, and phonics in three different exercises. Each activity includes a set of worksheets.

ESTIMATED STUDENT TIME REQUIRED: Each set of exercises takes approximately 5 to 10 minutes with a preschooler who recognizes letters and numbers.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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(503) 248-6800

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Preschool Activities for Learning, continued

POTENTIAL USES: This program teaches sequencing and recognition of numbers and letters for preschoolers, special education students, and learning disabled first graders. Teaching strategies for this program are described and are designed for use by one or two students.

MAJOR STRENGTHS: The package includes different levels of difficulty, a variety of formats, and support activities to complement the program. The graphics are user-controlled and attractive. There are on-screen directions for an adult to read.

MAJOR WEAKNESSES: In COPYCATS, the letters in the first words and numbers were a different size from those used in "ABC SONG". Preschoolers could more easily identify them if they were all the same size. There is no way that a teacher can make content changes within the program. The child is instructed to use the escape key to indicate answers. Using the space bar would be better.

OTHER COMMENTS: One observer noted that this program was not the most stimulating preschool program she had ever seen, but it would be a challenge for a child learning letters and words. One observer noted that a seven year old had already mastered the material but a 3-1/2 year old enjoyed the challenge and paid close attention.

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Purchase Power

VERSION: Apple

PRODUCER: Computer Age Education, Inc.
Box 6227
Washington, D.C. 20015

EVALUATION COMPLETED: May 1985 by the staff and constituents of East Central Network for Curriculum Coordination, Springfield, Illinois.

COST: $29.95, Complete series $79.95

ABILITY LEVEL: Grade 7 through Postsecondary
SUBJECT: Mathematics
TOPIC: Consumer Education
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+ or IIe, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
BACK UP POLICY: Free replacement up to 6 months, after 6 months $19.95
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Tutorial

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary material — suggested grade/ability level, instructional objectives, prerequisite skills/activities, sample program output, program operating instructions, pre-test, teacher's information, resource/reference information, student's instructions, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach students the ins and outs in making purchasing decisions and to give experience working with discounts, credit, layaway, and sales tax. Detailed objectives for each problem set are stated in the documentation.

INSTRUCTIONAL PREREQUISITES: (STATED) The teacher will need to select the appropriate problem set prior to the students using the computer. The students need to be familiar with whole number operations, decimals, percents and calculators.

CONTENT AND STRUCTURE: This package consists of one diskette and a 10-page Teacher's Guide, and a User's Guide. Purchase Power is the third volume in Computer Age Education's Mathematics Life Skills Series. It helps the student learn the ins and outs in making purchasing decisions and covers discount, credit, layaway, and sales tax. It is an ideal supplement for a general mathematics or life skills course. The Purchase Power lessons are self-explanatory and can be used by students with no prior computer experience. No preliminary instruction by the teacher is necessary since complete instructions are available on the disk as well as in

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
		●			Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 3.

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Purchase Power, continued

the user's guide. Purchase Power includes four independent lessons each including several sequential problem sets. Each set helps the student learn one objective. Student progress is measured by the computer to determine when the objective has been mastered. Lessons and problem sets within the lessons in Purchase Power can be selected according to student needs. Once a problem set is selected, the student solves problems that teach the concept while simultaneously testing for mastery. Purchase Power allows the user complete control over the problem solving process. There are three options which can be accessed by a single keypress and may be used as often as necessary to aid the student in finding the solution to the problem. They are: enter the solution to the problem, turn on the on-screen arithmetic function calculator for computations, and request help.

ESTIMATED STUDENT TIME REQUIRED: This depends on the student's strength of prerequisite skills. Allow two hours to complete 24 problems.

POTENTIAL USES: Purchase Power can be used as part of regular classroom instruction, as review or remediation, or as a component of a math lab or media center. It is appropriate for instruction in upper elementary school, junior or senior high school, or adult education.

MAJOR STRENGTHS: Providing an on-screen calculator is excellent.

MAJOR WEAKNESSES: The lesson or teacher materials should provide a glossary. In Lesson 2 Problem 2, the computer made a rounding error. Numbers must be entered slowly into the answer box and calculator in order to avoid "mistakes."

OTHER COMMENTS: This tutorial will reinforce purchasing skills. Prior to package use, teachers should assess student skills with decimals, percents, and familiarity with the operation of a hand held calculator. An evaluation instrument (prepared by the teacher) should be used to assess improvement in student performance following use of this instructional package. After completing the lessons, you return to the table of contents without any congratulatory message or indication that you have completed the training.

Producer states that the input routines for both the answer box and the calculator have been revised and allow rapid entry of numbers.

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Reading Klooz

VERSION: Apple

PRODUCER: Midwest Publications
PO Box 448
Pacific Grove, CA 93950

EVALUATION COMPLETED: May 1985 by the staff and constituents of Institute for Educational Research, Glenn Ellyn, Illinois.

COST: $39.95

ABILITY LEVEL: Grades 3 through 8
SUBJECT: Lanugage Arts
TOPIC: Reading, Writing
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II+ or IIe, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
PREVIEW POLICY: Thirty-day examination available.
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Information retrieval, game, problem solving

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary material — program operating instructions.

INSTRUCTIONAL OBJECTIVES: To improve analytical thinking, syntax, speed reading, spelling, and punctuation.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains one diskette. It is played like a game of hangman. Players are presented with a paragraph from which most of the words have been deleted. The goal is to deduce the meaning of the paragraph using the fewest number of words and letter clues. A reproducible book form is also available which allows team and classroom use.

ESTIMATED STUDENT TIME REQUIRED: As an enrichment activity students could spend 10-20 minutes at a sitting.

POTENTIAL USES: This could best be used as an enrichment activity for gifted students. Reading and problem solving skills are required for successful use.

MAJOR STRENGTHS: The student can work at his/her own pace, be challenged to solve passages, and utilize contextual clues for letters and words. A variety of passages are available.

MAJOR WEAKNESSES: The target group is inappropriate. The objectives are too global for the activity presented. The screen display is not very attractive. There was initial difficulty in using this program because of lack of instructions. The level of difficulty of passages is not given, which precludes the user starting at an easy level and proceeding to a more difficult skill level.

OTHER COMMENTS: This program has strength in challenging the able, but would not be appropriate for less able students. The stated objectives do not seem to necessarily result from the use of this program.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
		●			Purpose of package is well defined.
		●			Package achieves defined purpose.
		●			Content presentation is clear and logical.
		●			Difficulty level is appropriate to audience.
			●		Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
		●			Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
		●			Learning can be generalized.
		●			User support materials are comprehensive.
		●			User support materials are effective.
	●				Information displays are effective.
		●			Users can operate easily and independently.
		●			Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 3.

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Santa Fe Trail

VERSION: Apple II

PRODUCER: Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

EVALUATION COMPLETED: July 1985 by the staff and constituents of Region X ESC, Richardson, Texas, and the Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $59.95

ABILITY LEVEL: Grades 5 through Postsecondary
SUBJECT: Social Studies
TOPIC: History
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Game, simulation, problem solving

DOCUMENTATION AVAILABLE: In supplementary materials — suggested grade/ability level(s), instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, teacher's information, resource/reference information, student's instructions, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To give students a simulated experience of life along the Santa Fe Trail in the 1820's; to give students experience overcoming historical and geographical obstacles; to have students learn that life on the Santa Fe Trail in the 1820's was considerably different from what life is anywhere on earth today.

INSTRUCTIONAL PREREQUISITES: (STATED) Students should be reading on at least a 7th grade level, or should work in tandem with someone who is reading at or above that level.

CONTENT AND STRUCTURE: Santa Fe Trail is an adventure simulation which uses high-resolution graphics for enhancement. It reflects historical accuracy in the hardships that a traveller along the trail would have encountered.

ESTIMATED STUDENT TIME REQUIRED: Thirty to forty-five minutes (one day).

POTENTIAL USES: This program could best be used as enrichment at the end of a social studies unit on the Santa Fe Trail or as an introductory activity to stimulate students' interest in the unit.

MAJOR STRENGTHS: Having students experience life on the Santa Fe Trail with this simulation is interesting and involving. The interaction built into the program is good; for example, students have to decide how to spend their money and what to do in different situations. The graphics and sound add to the program.

MAJOR WEAKNESSES: The major weakness is that the situations given to participants are repetitious. More interesting situations and a greater variety of them would improve this program. The procedure for buying goods and supplies could be improved.

OTHER COMMENTS: The documentation is fairly complete but poorly edited. The borders for Mexico and the United States and the lines indicating rivers are hard to distinguish from each other.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 3.

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Spanish Vocabulary Game

VERSION: Apple

PRODUCER: Intellectual Software
798 North Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: July 1985 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania, and Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $39.95; with games utility disk $49.95

ABILITY LEVEL: Grades 6 through 10
SUBJECT: Languages
TOPIC: Spanish
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, single disk drive, monitor, printer (optional)
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, game

DOCUMENTATION AVAILABLE: In program — program operating instructions, student's instructions. In supplementary materials — program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (INFERRED) Review and drill of Spanish vocabulary.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Students must have been exposed to vocabulary before using the package.

CONTENT AND STRUCTURE: This package contains two disks and a Teacher's Manual. One disk has seven vocabulary games utilizing 20 existing vocabulary files. Teachers may also create their own vocabulary files either keyed to chapters in their text or any desired category using the utility disk.

ESTIMATED STUDENT TIME REQUIRED: 20-30 minutes for each game

POTENTIAL USES: This package could be used to supplement and reinforce vocabulary development in a foreign language class (there are disks in French and Latin also available).

MAJOR STRENGTHS: The sound effects and reinforcing feedback are motivational. The package includes a utility disk which enables the instructor to add new vocabulary words to the disk. Each game contains several categories of words to choose from adding variety to the program.

MAJOR WEAKNESSES: Some of the instructions, especially substituting keys for accents, are confusing. Some games can only be played by two students.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
●					Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
				●	Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
●					Use of package is motivational.
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 4.

This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Special Topics in Mathematics: Bases Other Than Ten

VERSION: Apple

PRODUCER: Intellectual Software
798 N Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $29.95; with record keeping system $39.95; series of 6 $155.00, series with management disk $215.00

ABILITY LEVEL: Grades 7 through 9
SUBJECT: Mathematics
TOPIC: Algebra
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+, or IIe, single disk drive, monitor, printer optional. Also available for IBM PC and PCjr.
INSTRUCTIONAL PURPOSE: Enrichment.
INSTRUCTIONAL TECHNIQUES: Instructional management, drill and practice, tutorial.

DOCUMENTATION AVAILABLE: In program — student's instructions, In supplementary material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) After completing these programs, the student will understand powers and roots; be familiar with scientific notation; know how to compute mean, median and mode; understand ratios and and proportions; be familiar with rounding and estimation; and, be familiar with numbers written in bases other than ten.

CONTENT AND STRUCTURE: This package contains one disk and a 13-page manual. Each process is explained in a tutorial, followed by drill and practice. Students receive feedback and additional remediation after each wrong answer.

ESTIMATED STUDENT TIME REQUIRED: If used as a tutorial, a great investment of time is demanded: 45 minutes to 1 hour per unit. If used for drill and practice: 20 minutes per unit.

POTENTIAL USES: This package could be used as review for students who have mastered these skills in a classroom setting.

MAJOR STRENGTHS: There is a good management system. The information in the program is accurate.

MAJOR WEAKNESSES: There is too much text and no use of sound or graphics. The program looks like pages from a textbook. The explanations are often confusing, and the answer format is not clearly indicated. Feedback messages are very unclear. The difficulty level appears to be higher than 7-9th grade. The amount of information covered in each unit is too great given the limited explanation. Vocabulary specific to particular tasks is not defined. The review of incorrect responses uses the same examples. Sometimes in multiple choice questions, options are not listed on the screen.

OTHER COMMENTS: Pencil and paper is demanded for answering many of the questions. This is not indicated in the program or supplemental materials. The documentation is inadequate. This program simulates workbook activity, but does not utilize any of the computer capabilities that could be applied.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
		●			Package achieves defined purpose.
		●			Content presentation is clear and logical.
		●			Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
		●			Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
		●			Learner controls rate and sequence.
		●			Instruction integrates with prior learning.
		●			Learning can be generalized.
			●		User support materials are comprehensive.
			●		User support materials are effective.
			●		Information displays are effective.
			●		Users can operate easily and independently.
			●		Teachers can employ package easily.
		●			Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would not use or recommend use of this package.

Summary: Scale 5 (High) to 1 (Low)
Content - 2, Instructional Characteristics - 2, Technical Characteristics - 1.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Spellagraph

VERSION: Apple

PRODUCER: DesignWare
175 Berry Street
San Francisco, CA 94107

EVALUATION COMPLETED: May 1985 by the staff and constituents of Oregon Total Information System (OTIS), Eugene, Oregon.

COST: $39.95

ABILITY LEVEL: Grades 1 through 8
SUBJECT: Language Arts
TOPIC: Spelling
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II+, IIc, IIe, single disk drive, monitor. Also available for Atari, IBM-PC and IBM-PCjr, and Commodore 64.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Remediation
INSTRUCTIONAL TECHNIQUES: Drill and practice, game

DOCUMENTATION AVAILABLE: In program — program operating instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, sample program output, program operating instructions, teacher's information, student's instructions, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (STATED) To motivate children to be good spellers

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains one diskette, a 28-page User's Guide. When playing Spellagraph, children select the spelling list they want to use in the game. They can see the words on the screen before they begin to play. Just as teachers use the word in a sentence during spelling tests, the Spellagraph program presents a sentence with the word missing. The player must decide which of the spelling words completes the sentence and then spell the word correctly. If the word is misspelled, the computer shows the correct spelling, and the player tries to spell it again. Examples of word lists are: Short a Sound, Consonants K and C, Short i Sound, and so forth. There is a selection of words for grades 2 through 8. The student's own spelling words can be stored on a separate diskette and used with Spellagraph also.

ESTIMATED STUDENT TIME REQUIRED: This is a drill and practice program. Time would depend upon preparation and student differences.

POTENTIAL USES: Drill and practice by individual students.

MAJOR STRENGTHS: This package is fairly well done. The graphics are good. Fourth and fifth graders were motivated for a period of time. Negative (wrong) responses were handled well.

MAJOR WEAKNESSES: The program is somewhat repetitious. It needs more context sentences. Entering new word lists was slow.

OTHER COMMENTS: This package helps students to learn spelling words.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
				●	Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
●					Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
●					Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 3.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Spelling Worksheet Generator

VERSION: Apple

PRODUCER: Sterling Swift Publishing Co.
7901 South IH-35
Austin, TX 78744

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region X ESC, Richardson, Texas.

COST: $49.95

ABILITY LEVEL: Grades 1 through 12
SUBJECT: Language Arts
TOPIC: Spelling
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+ or IIe, Epson printer, single disk drive, monitor
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction, remediation, instructional management
INSTRUCTIONAL TECHNIQUES: Drill and practice, utility

DOCUMENTATION AVAILABLE: In supplementary materials — Sample program output, program operating instructions, teacher's information, lesson plan.

INSTRUCTIONAL OBJECTIVES: The student will become more familiar with his/her spelling words and spell them correctly.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: It consists of a disk and a teacher's manual. There are example worksheets and a lesson plan for introducing the worksheets. This package creates spelling worksheets from lists of words you have typed into the computer. After you type in a list of words, the computer will scramble the words, make you a crytogram from the words, or list the words with blanks inserted. The worksheets are printed using easy-to-read, double-width print and they can be duplicated and given to an entire class. Typing, editing and deleting lists of words is quick and easy. You set the difficulty level of each worksheet. You may create various headings that will appear on the worksheets, and keys may be printed on separate sheets.

ESTIMATED STUDENT TIME REQUIRED: This depends on the length and type of word list generated by the teacher. It will take the teacher 10 minutes to type in words.

POTENTIAL USES: Teachers can use this program to create spelling games for the entire class.

MAJOR STRENGTHS: If you use this type of worksheet, this program is an effective way to produce materials. The three methods offered to change the words adds variety.

MAJOR WEAKNESSES: The word length is limited to 15 letters and only 40 words can be entered at a time.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
				●	Graphics/sound/color are used appropriately.
				●	Use of package is motivational.
				●	Student creativity is effectively stimulated.
				●	Feedback is effectively employed.

SA	A	D	SD	NA	
				●	Learner controls rate and sequence.
				●	Instruction integrates with prior learning.
				●	Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 3, Instructional Characteristics - 4, Technical Characteristics - 3.

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Sports Problems III

VERSION: Apple

PRODUCER: Intellectual Software
798 N Avenue
Bridgeport, CT 06606

EVALUATION COMPLETED: December 1984 by the staff and constituents of Lehigh University, Bethlehem, Pennsylvania.

COST: $39.95

ABILITY LEVEL: Grades 7 through 9
SUBJECT: Mathematics
TOPIC: Problem Solving
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Apple II, II+, or IIe, single disk drive, monitor, printer optional.
INSTRUCTIONAL PURPOSE: Remediation.
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, problem solving.

DOCUMENTATION AVAILABLE: In program — student's instructions In supplementary material — suggested grade/ability level, instructional objectives, sample program output, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (STATED) To teach students how to solve mathematical word problems in a logical step by step method.

CONTENT AND STRUCTURE: This package contains one disk and an 8-page Teacher's Manual. It includes math word problems with high interest to young sports fans. All problems are based on sports. Math skills involved include: multiplication and division, addition and subtraction of decimals and fractions, calculation of percentages, and multiplication and division of fractions and decimals. Each problem is attacked and explained on a step-by-step basis. Ten separate programs are included on one disk.

ESTIMATED STUDENT TIME REQUIRED: One half-hour per day for 10 school days. The teacher can set the criteria for mastery, so this could change.

POTENTIAL USES: This package must be used as a supplement to classroom instruction. Individual students interested in sports but struggling with math word problems may find this slightly more motivational than textbook problems.

MAJOR STRENGTHS: The results of work are shown to the teacher and student. There is a good management system included. The student can work at his/her own pace. The student is given immediate results for the lesson completed. The teacher can alter the percentage necessary for mastery of a lesson.

MAJOR WEAKNESSES: The program is all text; no visual stimulation. A textbook-type "problem book". Option 'shift' #2 in the management system is defective. A maximum of 10 students can be recorded on the management system at any one time.

OTHER COMMENTS: Graphics as a reward would help. Sports related information might not motivate or interest all students.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
		●			Content presentation is clear and logical.
				●	Difficulty level is appropriate to audience.
			●		Graphics/sound/color are used appropriately.
			●		Use of package is motivational.
			●		Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
		●			Learner controls rate and sequence.
				●	Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
		●			Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
			●		Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package only if certain changes were made.

Summary: Scale 5 (High) to 1 (Low)
Content - 3, Instructional Characteristics - 3, Technical Characteristics - 2.

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The criteria used for this evaluation have been customized to accommodate SCIENCE courseware.

T. Rex

VERSION: Apple

PRODUCER: Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

EVALUATION COMPLETED: July 1985 by the staff and constituents of Jefferson County Schools, Lakewood, Colorado, and Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $49.95

ABILITY LEVEL: Grades 5 through 12
SUBJECT: Sciences
TOPIC: Life Science
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II+, IIe or IIc, single disk drive, color monitor. 64K is recommended. Also available for the IBM-PC and Commodore 64.
REQUIRED SOFTWARE: Apple: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Enrichment

INSTRUCTIONAL TECHNIQUES: Simulation, microworld, game
OTHER FEATURES: None identified
SCIENCE PROCESSES INVOLVED: Acquiring information, interpreting information, using the Scientific Method, and decision making.

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary materials — suggested grade/ability level(s), sample program output, program operating instructions, teacher's information, student's instructions, student worksheets, follow-up activities.

INSTRUCTIONAL OBJECTIVES: (INFERRED) To develop an understanding of the survival needs and dangers experienced by a Tyrannosaurus Rex; to explore possible answers to the question of "Why did the dinosaurs die?"

INSTRUCTIONAL PREREQUISITES: (INFERRED) Prior instruction on dinosaurs.

continued on back →→

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content represents current knowledge of subject.
	●				Science issues presented objectively.
	●				Content has educational value.
	●				Science processes well integrated into package.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
		●			Difficulty level is appropriate to audience.
	●				The package makes good use of computer time.
	●				Graphics/sound/color are used appropriately.
		●			Use of package is motivational.

SA	A	D	SD	NA	
		●			Student creativity is effectively stimulated.
	●				Feedback is effectively employed.
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
		●			Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
	●				Package components are durable.
	●				Information displays are effective.
		●			Users can operate easily and independently.
		●			Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 3, Instructional Characteristics - 2, Technical Characteristics - 4.

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The criteria used for this evaluation have been customized to accommodate SCIENCE *courseware.*

T. Rex, continued

CONTENT AND STRUCTURE: T. Rex contains two disks, a 48-page User's Guide, a quick help card, and a set of eighteen reproducible student activity masters. The introduction disk contains a demonstration. T. Rex is an adventure game where the user plays the role of Tyrannosaurus Rex. The object is to keep T. Rex alive by hunting prey and exploring different environments. The user monitors food, water, energy, temperature, speed, and health levels to make decisions concerning the appropriate action to take. T. Rex encounters four other dinosaurs and can explore five environments. The package includes a save game feature.

POTENTIAL USES: This package would best be used in a small group of highly motivated children for enrichment purposes.

ESTIMATED STUDENT TIME REQUIRED: 2-5 hours to master the learning objectives.

MAJOR STRENGTHS: The program allows the user to modify conditions and change variables in the environment. It is highly motivational and has good graphics.

MAJOR WEAKNESSES: A color monitor is necessary. It is difficult to operate and change variables, and takes a lot of time to get started and understand the game. It is only usable by an individual and has very little classroom application.

OTHER COMMENTS: I would not recommend this program for classroom use; only for use by a highly motivated individual with lots of time.

Voyage of the Mimi: Introduction to Computing

VERSION: Apple

PRODUCER: Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

EVALUATION COMPLETED: May 1985 by the staff and constituents of the Institute for Educational Research, Glenn Ellyn, Illinois.

COST: $122.25 per learning module

ABILITY LEVEL: Grades 4 through 8
SUBJECT: Computer Science
TOPIC: Programming
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 64K Apple II Family, single disk drive, monitor. Also available for Commodore 64, IBM PC, TRS-80 Models III and IV.
BACK UP POLICY: Backup disks are provided in the package.
INSTRUCTIONAL PURPOSE: Standard instruction
INSTRUCTIONAL TECHNIQUES: Game, problem solving.

DOCUMENTATION AVAILABLE: In program — program operating instructions. In supplementary material — suggested grade/ability level, instructional objectives, program operating instructions, teacher's information, resource/reference information, student's instructions, student worksheets.

INSTRUCTIONAL OBJECTIVES: (STATED) To give students the experience of Turtle Geometry and Computer Programming in a structured but open-ended environment.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: The learning module package comes with two disks, two back-up disks, a Teacher's Guide, and twenty-five student workbooks. There are seven games in the module, each exploring a particular geometric or programming concept. The games are sequential, building on the student's knowledge of Turtle Graphics. Two of the games are designed for student practice. The learning module is one of four in the "Voyage of the Mimi" series, which also includes "Maps and Navigation," "Whales and Their Environment" and "Ecosystems." The modules also work in conjunction with "The Voyage of the Mimi" book and television series.

ESTIMATED STUDENT TIME REQUIRED: Complete use of this package would require a two to three week span of time including 20-30 minutes daily.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
		●			Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
●					Graphics/sound/color are used appropriately.
●					Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
●					Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
●					Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend this package with little or no change.

Summary: Scale 5 (High) to 1 (Low)
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 4.

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Voyage of the Mimi: Introduction to Computing, continued

POTENTIAL USES: This package could be used as an introduction to programming with LOGO, although one questions why LOGO itself should not be used, thereby making this package superfluous. If LOGO was not used and a brief introductory unit on Turtle Graphics was desired, this would fit the bill nicely!

MAJOR STRENGTHS: The help screens for angle and distance are outstanding. Also, the ability to see the defined procedure at the same time it is executed is very helpful to the learner. The screen designs are excellent, giving the user valuable information and feedback as they do the activities.

MAJOR WEAKNESSES: Objectives are not clearly stated and specified. There is some question whether games limit the exploratory value of LOGO!! The first half of the manual was not appropriate nor did it add any value to the software or latter half of the manual.

OTHER COMMENTS: If time did not permit an indepth experience with LOGO, this package could be used as an alternative. It is questionable whether seventh and eighth graders would maintain an interest in the program beyond the first few uses. This program should be tried by the students in districts considering purchase.

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Word Benders – Phrases, A-1

VERSION: Apple

PRODUCER: Midwest Publications
P.O. Box 448
Pacific Grove, CA 93950

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $39.95

ABILITY LEVEL: Grades 4 through 12
SUBJECT: Language Arts
TOPIC: Vocabulary, Spelling
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary materials — instructional objectives, resource/reference information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To promote vocabulary building and spelling skills.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Students need to be reading at fourth grade level or above.

CONTENT AND STRUCTURE: This package consists of one diskette and an information sheet. It involves deductive thinking skill puzzles which promote vocabulary building and spelling skills. As students proceed through each puzzle, new words emerge. The gamelike format encourages students to recognize and change word roots, prefixes, and suffixes to create new words. Since the program features subtle changes in letters, correct spelling is crucial. The puzzle encourages students to check spelling and meanings in their dictionaries to confirm correct answers.

ESTIMATED STUDENT TIME REQUIRED: Fifteen minutes per day

POTENTIAL USES: The package would be most successfully used as a reinforcing or enriching activity or perhaps for gifted learners. For others, teacher assistance would be necessary to use the program.

MAJOR STRENGTHS: It provides a good enrichment activity, and the game format is motivational.

MAJOR WEAKNESSES: One of the main weaknesses is the screen display of text. Also, it may be too difficult for a fourth grade student. The character fonts are difficult to read.

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
	●				Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
		●			Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
	●				Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
	●				User support materials are comprehensive.
	●				User support materials are effective.
		●			Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 4, Technical Characteristics - 3.

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Word Benders – Similarities, C-1

VERSION: Apple

PRODUCER: Midwest Publications
P.O. Box 448
Pacific Grove, CA 93950

EVALUATION COMPLETED: June 1985 by the staff and constituents of Region IV ESC, Houston, Texas.

COST: $39.95

ABILITY LEVEL: Grades 4 through 12
SUBJECT: Language Arts
TOPIC: Vocabulary, Spelling
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: 48K Apple II, II+, or IIe, single disk drive, monitor.
REQUIRED SOFTWARE: Applesoft, DOS 3.3
INSTRUCTIONAL PURPOSE: Standard instruction, enrichment
INSTRUCTIONAL TECHNIQUES: Drill and practice, problem solving

DOCUMENTATION AVAILABLE: In program - program operating instructions, student's instructions. In supplementary materials — instructional objectives, program operating instructions, resource/reference information, student's instructions.

INSTRUCTIONAL OBJECTIVES: (STATED) To promote vocabulary building and spelling skills.

INSTRUCTIONAL PREREQUISITES: (INFERRED) Fourth grade reading ability is necessary.

CONTENT AND STRUCTURE: This package consists of one diskette and an information sheet. The software involves deductive thinking skill puzzles which promote vocabulary building and spelling skills. Students are encouraged to recognize and change word roots, prefixes, and suffixes.

ESTIMATED STUDENT TIME REQUIRED: 10-15 minutes

POTENTIAL USES: The program is probably better used by older students than by those at fourth grade level, as each word is a trial and error situation derived from the given definitions. It might also be appropriate for gifted younger students.

MAJOR STRENGTHS: The program is very good for vocabulary building and promotes deductive reasoning skills.

MAJOR WEAKNESSES: The poorest feature in the program is the screen layout. The text is difficult to read and would prove both difficult and frustrating, especially for younger students.

EVALUATION SUMMARY

SA	A	D	SD	NA	
●					Content is accurate.
	●				Content has educational value.
●					Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
		●			Use of package is motivational.
	●				Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
		●			User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
		●			Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
	●				Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 5, Instructional Characteristics - 4, Technical Characteristics - 4.

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Wordfinder

VERSION: Commodore 64

PRODUCER: Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

EVALUATION COMPLETED: July 1985 by the staff and constituents of Oregon Total Information System (OTIS), Eugene, Oregon, and the Northwest Regional Educational Laboratory, Portland, Oregon.

COST: $34.95

ABILITY LEVEL: Grades 5 through 12
SUBJECT: Language Arts
TOPIC: Vocabulary
MEDIUM OF TRANSFER: 5-1/4 in. disk
REQUIRED HARDWARE: Commodore 64, single disk drive, color monitor. Also available for 64K Apple II, II+, IIe, or IIc, and 64K IBM-PC or PCjr.
INSTRUCTIONAL PURPOSE: Enrichment
INSTRUCTIONAL TECHNIQUES: Game

DOCUMENTATION AVAILABLE: In program — student's instructions. In supplementary materials — suggested grade/ability level(s), instructional objectives, sample program output, program operating instructions, teacher's information.

INSTRUCTIONAL OBJECTIVES: (INFERRED)
To build vocabulary and improve spelling.

INSTRUCTIONAL PREREQUISITES: None stated.

CONTENT AND STRUCTURE: This package contains one diskette, an 8-page User's Guide and an evaluation form. WORDFINDER is designed to help students learn new words and new meanings of familiar words. It will extend students' vocabulary while providing an enjoyable and challenging task. To start the game, select a keyword. Then use all or some of the letters in the keyword to make other words, called subordinate words. The keywords were chosen with three criteria in mind: first, their probable familiarity to most readers; second, the great variety of vowel and consonant combinations; and third, the use of each letter in the alphabet. The subordinate words, or words that can be constructed from each of the keywords, range in difficulty, length, reference, and ability to surprise. This disk includes 24 keywords and more than 1,500 subordinate words. In addition, definitions are provided for more than 1,000 of the more difficult or complex words.

ESTIMATED STUDENT TIME REQUIRED: 20 minutes per session.

POTENTIAL USES: One or two students can use this program effectively. It can be used to supplement vocabulary development and spelling.

Continued on back

EVALUATION SUMMARY

SA	A	D	SD	NA	
	●				Content is accurate.
●					Content has educational value.
	●				Content is free of stereotypes.
	●				Purpose of package is well defined.
	●				Package achieves defined purpose.
	●				Content presentation is clear and logical.
	●				Difficulty level is appropriate to audience.
	●				Graphics/sound/color are used appropriately.
	●				Use of package is motivational.
	●				Student creativity is effectively stimulated.
		●			Feedback is effectively employed.

SA	A	D	SD	NA	
	●				Learner controls rate and sequence.
	●				Instruction integrates with prior learning.
	●				Learning can be generalized.
		●			User support materials are comprehensive.
	●				User support materials are effective.
	●				Information displays are effective.
	●				Users can operate easily and independently.
	●				Teachers can employ package easily.
	●				Computer capabilities are used appropriately.
		●			Program is reliable in normal use.

SA - Strongly Agree A-Agree D-Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicated that they would use or recommend use of this package with little or no change.

Summary: Scale from 5 (High) to 1 (Low).
Content - 4, Instructional Characteristics - 3, Technical Characteristics - 3.

Northwest Regional Educational Laboratory
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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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Wordfinder, continued

MAJOR STRENGTHS: The graphics are good. The format is motivational. This program offers good practice for students in upper elementary/middle school who want to develop critical skill and problem solving techniques.

MAJOR WEAKNESSES: The program is very slow loading and slow to accept typed letters. The time resets whenever the user gets a word right. It did not always accept correct answers. The text is in upper case. No activities are provided in the manual. Some negative feedback is given when non-letter keys are pressed.

OTHER COMMENTS: It would be better if students or teachers could put in their own key words.

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